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ABSTRACT

The handbook was designed for the use of administrators and teachers in regular classrooms as well as teachers in special education classrooms, and to acquaint the general public with programs for exceptional students in a California high school district which offers a variety of specialized classes, including a work experience program. Specific information policies and procedures are given for programs for minors who are educationally handicapped (including the learning disability group and the severely emotionally disturbed), for the educable mentally retarded, expectant, multihandicapped, orthopedically handicapped, and the trainable mentally retarded. A home/hospital instruction program, a remedial physical education program, and the work experience program are similarly outlined. Specifics of student eligibility, program objectives, physical facilities, teacher qualifications, duties, and responsibilities, policy and procedural information, and a curriculum outline (including provisions for vocational training) comprise each section of the handbook. (AJ)

ED 091562

# HANDBOOK

# POLICY and PROCEDURE for EXCEPTIONAL PUPIL SERVICES

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FULLERTON JOINT
UNION
HIGH SCHOOL DISTRICT

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# HANDBOOK ON POLICY AND PROCEDURE
# FOR
# EXCEPTIONAL PUPIL SERVICES

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Fullerton, California

August, 1973

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# FOREWORD

With each passing year the special education programs of the Fullerton Union High School District have grown in scope and effectiveness, serving an increasing number of students.

The Board of Trustees, the Administration, and the Teaching Staff of this District are committed to the goal of affording the best possible education for each of our pupils. It is hoped that the information contained herein will contribute to a better understanding of these programs, thus enabling all parties concerned to work closely together in a united effort to make our programs even more productive.

This Handbook was developed under the direction of Walter F. Retzlaff, Director of Exceptional Pupil Services, with the assistance of the special education teachers. It was designed for the use of administrators, and teachers in the regular classrooms as well as teachers in special education classrooms. One further aim was to acquaint the general public with the programs offered for the exceptional student in the Fullerton Union High School District.

John W. Mann
Superintendent

# INTRODUCTION

The policies and procedures of the special education programs of the Fullerton Union High School District are set forth within these pages. This Handbook is offered as a resource to administrative personnel and to teachers, both those in the regular classrooms and those in the special education classrooms. Its purpose is to promote optimal educational programming and effective operation of those services designated for the student with specialized needs.

It is anticipated that the information contained in this Handbook will provide valuable assistance to those who make use of it. Familiarization with this book should clarify many points pertaining to rules, regulations, and procedures as they apply to the particular position and responsibility of various personnel.

The continuing evaluation and revision of this Handbook, as well as flexibility of individual efforts, will make for more functional and meaningful special education programs within the Fullerton Union High School District. Toward this end your criticisms and comments are solicited.

Walter F. Retzlaff, Director
Exceptional Pupil Services

# PHILOSOPHY OF THE FULLERTON UNION HIGH SCHOOL DISTRICT

The Fullerton Union High School District subscribes to the following philosophy:

We believe that each individual:

-- is unique and of value;
-- is born with the capacity for creative response;
-- has the potential for growth;
-- should have the opportunity to develop his potential;
-- is a social being and must have the opportunity to relate in a positive and constructive way to other individuals;
-- should strive to find, understand, and accept his role in a society of interdependent individuals;
-- should be encouraged to make decisions regarding himself and his place in society based upon an awareness and acceptance of himself and the society in which he chooses to operate; and therefore
-- must assume responsibility for his decisions; and so
-- is accountable for his behavior.

We believe that a free society:

-- is composed of interdependent individuals;
-- recognizes the value of each individual;
-- gives each individual the freedom and the opportunity to grow to self-fulfillment;
-- recognizes the will of the majority and at the same time respects the rights of the minority; and
-- provides the opportunity for the individual to make decisions regarding his life.

We believe that the public secondary school:

-- is one of the several distinct institutions whose purposes are to assist the individual in his intellectual, physical, social, and moral development;
-- is a cooperative enterprise which assumes an effort on the part of the learner;
-- is committed to the critical transmission of the culture and to the search for truth;
-- is obligated to involve students in the planning and operation of the school; and
-- individualizes instruction.

# GENERAL INFORMATION - SPECIAL EDUCATION

The Fullerton Union High School District offers a variety of specialized classes for exceptional students.

The District's responsibility to educate the pupil of secondary school age begins when the pupil successfully completes the eighth grade or reaches the age of 14 years and 9 months. In classes for the Trainable Mentally Retarded (TMR), the Multi-Handicapped (MH), and the Orthopedically Handicapped and Other Health Impaired (OH), students may receive educational enrichment to the age of 21.

Exceptional pupil services within the District include:

Educable Mentally Retarded (EMR)
Educationally Handicapped - Learning Disability Group (EH-LDG)
Educationally Handicapped - Self-Contained (EH-SC)
Expectant Minors (EM)
Home/Hospital Instruction (HHI)
Multihandicapped (MH)
Orthopedically Handicapped (OH)
Remedial Physical Education (RPE)
Trainable Mentally Retarded (TMR)
Work Experience

There are cooperative agreements with adjacent districts for education of the Blind and Partially Blind and for the Deaf and Hard-of-Hearing. There is also an agreement with the Los Angeles County and the Orange County Development Centers for the education of those students whose needs cannot be met in any of our special education classes.

For information the parent or guardian may contact the high school closest to the area of residence or he may contact the District office of the Director of Exceptional Pupil Services.

# RATIONALE FOR SPECIAL EDUCATION CLASSES

Special education students are individuals who have dignity and self-worth. Because these handicapped students have the same basic needs as the regular students, special education classes are located in the District's public schools. The special education students' placement in the regular high school setting has a two-fold purpose:

(1) The particular needs of these handicapped students are better met in special class placement.

(2) Regular students have an opportunity to interact with and relate to the individuals with special needs.

Whenever possible, all special education students are encourag[illegible] to participate for at least part of the day in a regular school classroom.

By providing an on-going evaluation of each individual, the District is able to move the special education student into the regular school program as soon as that student indicates his potential to succeed in the regular class setting.

The goal of the Fullerton Union High School District's special education programs is to make each student as self-sufficient as possible so that he will succeed socially, educationally, and vocationally.

# PROCEDURE FOR PLACEMENT

Careful medical, psychological, and educational evaluations are made of any student who is considered for a special education class. A psychologist conducts the study of an individual pupil and presents his evaluation to the Admission and Dismissal Committee. The Committee makes the recommendation for special class placement.

It should be emphasized that each pupil is admitted to a special education class on a trial basis. His case will be reviewed and re-evaluated annually to determine if he should be moved to other types of specialized classes or if he should return to the regular instructional program.

Class sizes are limited by the Education Code.

## TRANSPORTATION

Transportation is provided, at no direct cost to the parent, by District transportation or by contract with a private company for the following types of handicapped students:

Orthopedically Handicapped and Other Health Impaired (OH)

Visually Handicapped (VH)

Trainable Mentally Retarded (TMR)

Educationally Handicapped (Self Contained) (EH-SC)

Other special education students are transported by District buses over established routes.

## PROGRAMS OFFERED

| School | Programs |
|---|---|
| BUENA PARK HIGH SCHOOL<br>Magnolia at Academy<br>Buena Park, CA 90620<br>Principal: Richard Spaulding | Educable Mentally Retarded<br>Educationally Handicapped - Learning Disability Group<br>Remedial Physical Education |
| LOWELL HIGH SCHOOL<br>16200 E. Amber Valley Drive<br>Whittier, CA 90604<br>Principal: Aiden Romney | Educationally Handicapped - Learning Disability Group<br>Remedial Physical Education |
| FULLERTON HIGH SCHOOL<br>201 E. Chapman Avenue<br>Fullerton, CA 92632<br>Principal: Gerald F. Mieger | Educable Mentally Retarded<br>Educationally Handicapped - Learning Disability Group<br>Educationally Handicapped - Self-Contained<br>Remedial Physical Education |
| LA HABRA HIGH SCHOOL<br>801 Highlander Avenue<br>La Habra, CA 90631<br>Principal: Bert Hathaway | Educable Mentally Retarded<br>Educationally Handicapped - Learning Disability Group<br>Remedial Physical Education |
| SONORA HIGH SCHOOL<br>401 S. Palm Street<br>La Habra, CA 90631<br>Principal: Joe Merlo | Educationally Handicapped - Learning Disability Group<br>Remedial Physical Education |
| SUNNY HILLS HIGH SCHOOL<br>1801 Warburton Way<br>Fullerton, CA 92633<br>Principal: Robert Brown | Educationally Handicapped - Learning Disability Group<br>Remedial Physical Education |
| TROY HIGH SCHOOL<br>2200 E. Dorothy Lane<br>Fullerton, CA 92631<br>Principal: H. L. Looney | Educationally Handicapped - Learning Disability Group<br>Orthopedically Handicapped and Other Health Impaired<br>Multi-Handicapped<br>Remedial Physical Education |
| LA VISTA HIGH SCHOOL<br>909 N. State College Boulevard<br>Fullerton, CA 92631<br>Principal: Lou Munson | Expectant Minors<br>Educationally Handicapped - Learning Disability Group<br>Trainable Mentally Retarded<br>Remedial Physical Education |

# GENERAL POLICIES AND PROCEDURES

GENERAL POLICIES AND PROCEDURES

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## 1.00 CERTIFICATED PERSONNEL

### 1.10 Procedures

Certificated personnel assigned to Exceptional Pupil Services are expected to follow the guidelines outlined in the Handbook of Employment Policies and Procedures for Certificated Employees.

### 1.20 Additional Duty Assignments

Certificated personnel assigned to Exceptional Pupil Services will find additional duty assignments for each special education program outlined in this Handbook.

### 1.30 In-Service Training

In-service training meetings for all special education teachers are regularly scheduled once a month and, when necessary for continuing growth, twice a month. In-service training meetings are held from 3:00 p.m. until 5:00 p.m. at designated places available to special education teachers. These meetings are part of the professional obligation, and all special education teachers are expected to attend.

## 2.00 CLASSIFIED PERSONNEL

### 2.10 Procedures

Classified personnel assigned to Exceptional Pupil Services are expected to follow the guidelines outlined in the Handbook of Employment Policies and Procedures for Classified Employees.

### 2.20 Additional Duty Assignments

Classified personnel assigned to Exceptional Pupil Services will find additional duty assignments for each special education program outlined in this Handbook.

## 3.00 STUDENT AIDE

### 3.10 Duties

Regular class students may elect to be assigned to the special education programs to work as student aides. A student aide will be under the general supervision of the special education teacher to whom he is assigned.

## 4.00 RELEASE OF STUDENT AND CONFIDENTIAL INFORMATION

### 4.10 Release of Information Pertaining to Pupil Address or School Assignment

No information regarding a pupil's home address or school assignment is to be revealed to anyone not positively identified as either a legal guardian of the pupil or as an official of an appropriate public agency. Release of such information shall be made by the direction of the school principal only.

### 4.20 Releasing Students to Persons During School Hours

No student shall be permitted to leave school with anyone with whom the school is not familiar unless it can be ascertained beyond doubt that such person is the parent or legal guardian of the child or is a person known by the school to be a close relative who has the authorization of the parent or guardian to call for the child. Any student who wishes to be released from school during school hours may be released only with the principal's permission.

### 4.30 Legal Guide Regarding Release of Information

No teacher, principal, or employee of any school shall give out any personal information concerning any particular minor pupil enrolled in the school in any class to any person except under judicial process unless the person is one of the following:

(1) A parent or guardian of such pupil.

(2) A person designated by such parent or guardian in writing.

(3) An officer or employee of a public, private, or parochial school where the pupil attends, has attended, or intends to enroll.

(4) Any officer or employee of the United States, the state of California, or city, city and county, or county, seeking information in the course of his duties.

(5) An officer or employee of a guidance agency in Fullerton or welfare agency of which the pupil is a client.

Restrictions imposed by the Education Code are not intended to interfere with the giving of information by school personnel concerning participation in athletics and other school activities, the winning of scholastic or other honors and awards, and other like information.

Notwithstanding the restrictions imposed by this section, a governing board may, at its discretion, provide information to the staff of a college, university, or educational research and development organization or laboratory if such information is necessary to a research project or study conducted, sponsored, or approved by the college, university, or educational research and development organization or laboratory and if no pupil will be identified by name in the information submitted for research.

Notwithstanding the restrictions imposed by this section, an employer or potential employer of a pupil may be furnished the age and scholastic record of the pupil and employment recommendations prepared by members of the school staff.

Notwithstanding the restrictions imposed by this section, when a pupil is a veteran of military service with the United States, or an orphan or dependent of such a veteran, or an alien, the name and address of the pupil, the records of the pupil's daily attendance, and the pupil's scholastic record in the form of grades received in school subjects, the names of the pupil's parents or guardians, the pupil's date and place of birth, and the names and addresses of other schools the pupil may have attended may be released to an officer or employee of the United States seeking this information in the course of his duties.

### 4.40 Publicity

Pupils enrolled in programs of special education maintained by the Fullerton Union High School District shall not be exposed to publicity when such publicity serves the purpose of any person, group, or council which is not connected with the District. The exception shall be news articles, features, and photograps which serve to enlighten the general public as to the kinds of programs and facilities being provided.

Publicity shall not be permitted unless approved by the Assistant Superintendent of Personnel and/or the Deputy Superintendent and then only when a written clearance is signed by the pupil's parent or guardian.

## 5.00 INTRA-DISTRICT TRANSFERS

A request for an intra-District transfer of a special education student may be initiated by the student, his parents or guardian, or school personnel and shall be handled in accordance with the District's policy for intra-District transfers. Requests shall be processed through the Admissions and Dismissal Committee. All students must be enrolled or withdrawn from a school by the attendance office.

## 6.00 TRANSFERS FROM OTHER SCHOOL DISTRICTS

Students who have been admitted to a special education program in another school district and are transferring into the Fullerton Union High School District shall be admitted to a program of this District subject to an evaluation by the Admissions and Dismissal Committee and vacancies in the classroom.

## 7.00 STUDENTS ON MEDICATION

If it is necessary for a student to receive medication during school hours, both a "Parent Request" and a "Physician Request" form must be completed.

# SPECIFIC PROGRAM INFORMATION, POLICIES, AND PROCEDURES

# EDUCATIONALLY HANDICAPPED MINORS PROGRAMS Including LEARNING DISABILITY GROUP (EH-LDG) and SELF-CONTAINED (EH-SC) [Severely Emotionally Disturbed]

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## 8.00 EDUCATIONALLY HANDICAPPED MINORS PROGRAMS Including LEARNING DISABILITY GROUP (EH-LDG) and SELF-CONTAINED (EH-SC) [Severely Emotionally Disturbed]

NOTE: Except when specifically differentiated, the policies, procedures, and regulations that follow apply to both the EH-LDG and the EH-SC programs.

### 8.10 Philosophy

A program for the educationally handicapped student provides a highly individualized approach to learning which uses specially trained personnel, special techniques, special environment, and special equipment to cope effectively with his complex learning characteristics and problems. The prime objective of the program is the integration of the student with the regular school program. The ultimate goal is to return the student to the full-time regular classroom.

### 8.20 General Guidelines

The Educationally Handicapped Minors Program is the most appropriate of the programs described in Education Code Sections 6751 and 6751.5 that meet the individual needs of the pupil.

(1) It provides for the differential grouping of pupils in classes and groups according to the specific instructional and management needs of the pupil.

(2) It provides for a systematic procedure to assure that an equal opportunity has been afforded all pupils in the District to be referred for evaluation for possible participation in the program.

(3) It provides for the priority enrollment of those pupils whose school attendance would otherwise be limited or denied. It provides for subsequent enrollment of pupils whose specific educational objectives can least be met by modification or supplementation of the regular school program.

(4) It emphasizes the amelioration of handicapping conditions to the greatest extent possible and in the shortest period of time.

(5) It makes adjustments in the curriculum and instruction that enhance the pupil's achievement to the fullest potential and provides for continued development in areas of pupil strength.

(6) It provides for career education, vocational education, work experience, and work-study for those pupils who would benefit therefrom.

(7) It provides the educational, psychological, and pupil personnel services necessary for pupil assessment, program planning, evaluation, and consultation.

(8) It provides for curriculum development, in-service education, consultation, and supervision for the staff.

8.30 Specific Guidelines for EH-LDG

(1) EH-LDG provides special education that, in conjunction with the pupil's regular program of instruction, enables him to participate effectively in the total school program. It enrolls pupils in one or more groups as determined by the Admissions and Dismissal Committee and provides for the adaptation or modification of the regular school program where needed.

(2) It provides for the coordination of instruction with the pupil's regular program of instruction and provides the teacher opportunities for such coordination and daily preparation.

(3) It provides specialized instruction for pupils in each group on a daily basis or, if less than daily, on a basis to ameliorate the handicap in the shortest period of time.

(4) It is composed of pupils whose range of handicaps can be appropriately managed within the group.

(5) It is limited to pupils who are enrolled in the EH-LDG program in accordance with the recommendations of the Admissions and Dismissal Committee.

(6) It enrolls pupils for no more than one-half of the regular school day. Exceptions may be made for an individual pupil under extraordinary circumstances. In no case shall the same pupils be enrolled for more than one-half of the regular school day in lieu of placement in a special day class.

(7) For the purposes of Education Code Section 6751.1(b), only the time directly related to the instruction, coordination, and preparation for instruction of pupils enrolled in learning disability groups shall be included in computing full-time teacher equivalents. A teacher shall not be considered full-time who has been given any other assignment.

8.40 Specific Guidelines for EH-SC

(1) EH-SC provides special education that enables the pupil to participate effectively in the school program. It enrolls pupils in one or more groups as determined by the Admissions and Dismissal Committee and provides for the adaptation or modification of the regular school program where needed.

(2) It provides specialized instruction for pupils in each group on a daily basis or, if less than daily, on a basis to ameliorate the handicap in the shortest period of time.

(3) It is composed of severely emotionally disturbed pupils whose handicaps can be appropriately managed within the group.

(4) It is limited to pupils who are enrolled in the EH-SC program in accordance with the recommendations of the Admissions and Dismissal Committee.

(5) It is maintained as a minimum school day except upon specific recommendation of the pupil's attending physician and/or the Admissions and Dismissal Committee for reasons adequate to substantiate exemption of such pupil. Pupils whose progress indicates probable return to the regular school program and for whom no Learning Disability Group is feasible may participate in a regular school program for up to one-half of the regular school day for a period to be determined by the Admissions and Dismissal Committee.

(6) In no case shall pupils be enrolled for more than one-half of the regular school day in lieu of placement in a special day class.

(7) For purposes of Education Code Section 6751.1(b) only the time directly related to the instruction, coordination, and preparation for instruction of pupils enrolled in Learning Disability Groups shall be included in computing full-time teacher equivalents. A teacher shall not be considered full-time who has been given any other assignment.

## 8.50 Program Supervision

Supervision shall be by credentialed employees of the District. "Supervision" as used here means those activities described in Title 5, Administrative Code, Section 5800(k), that have as their basic purpose the improvement of the instructional program for educationally handicapped minors. Persons providing such supervision shall have the preparation and experience with handicapped minors that will enable them to provide the expert advice and assistance required under Section 5800(k).

## 8.60 Program Evaluation

The District shall conduct an annual evaluation of the Educationally Handicapped Minors Program. The evaluation shall be presented in a formal written report which will be available for public review and furnished upon request to the Superintendent of Public Instruction. The evaluation shall include, but not be limited to, the following:

(1) The progress of pupils toward objectives in both learning and behavior and the progress of such pupils where appropriate toward return to the regular school program.

(2) The types of classes, groups, or programs maintained and the extent to which these options meet the educational needs and individual characteristics of the pupils.

(3) The staffing patterns for both instruction and ancillary services; preparation and experience of the staff, including supervisory

and pupil personnel; and the program for in-service education.

(4) The adequacy of physical facilities for instruction, including equipment and materials.

(5) The effectiveness of home and community relations including parent conferencing, parent education, and reporting of pupil progress.

(6) A set of program objectives for the next evaluation period.

## 8.70 Eligibility of Minors for Admission to EH-LDG

An educationally handicapped minor described in Education Code Sections 6750 and 6755 is eligible for admission to EH-LDG if the pupil's handicaps have been determined to be one or more of the following:

### 8.71 Specific Learning Disability

A specific learning disability to which all of the following guidelines apply:

(1) The learning or behavioral disorders are specific learning disabilities in the psychological processes involved in understanding or in using spoken or written language. Such learning disabilities include, but are not limited to, those sometimes referred to as perceptual handicaps, minimal brain dysfunction, dyslexia, dyscalculia, dysgraphia, or communication disorders, except aphasic, as defined in Title 5, Administrative Code, Section 3600(g).

(2) The specific learning disabilities are of such severity that the pupil's level of functioning in basic learning skills is significantly below the range of functioning expected from pupils of similar age and ability and evidence is presented for a favorable prognosis for the reduction of the discrepancy between ability and achievement.

(3) Where the general level of academic functioning is retarded, such retardation shall not be attributable to limited intellectual capacity for academic learning.

(4) The specific learning disabilities shall be determined by complete evaluation accompanied by recommendations for the amelioration of the learning disorder that can be carried out within the class or program recommended.

### 8.72 Specific Behavior Disorder

A specific behavior disorder to which all of the following guidelines apply:

(1) The learning or behavior disorders are specific behavior disorders such that the pupil cannot benefit from the regular educational program. Such behavior disorders include, but are not limited to, those sometimes referred to as school phobia, adjustment reactions, withdrawal, lability or impulsiveness.

(2) The specific behavior disorders are of such severity that the pupil's level of functioning in basic learning skills is significantly below the range of functioning expected from pupils of similar age and ability and evidence is presented for a favorable prognosis for the reduction of the discrepancy between ability and achievement.

(3) The specific behavior disorders shall be determined by a psychiatric or psychological evaluation accompanied by recommendations for the amelioration of the behavior disorder that can be carried out within the class or program recommended.

(4) The Admissions and Dismissal Committee finds the pupil's specific behavior disorders are not solely problem behavior as defined in Division 6, Chapter 7, Articles 1, 4, and 5, commencing with Sections 6500, 6651, and 6701 respectively, of the Education Code.

## 8.80 Eligibility of Minors for Admission to EH-SC

### 8.81 Serious Emotional Disturbance

An educationally handicapped minor is eligible for admission to EH-SC if it is determined that the pupil has a serious emotional disturbance as diagnosed by a licensed physician, preferably a psychiatrist, and to which all of the following guidelines apply:

(1) The learning or behavior disorders are a serious emotional disturbance such that the pupil cannot attend ordinary education facilities. Included, among others, are pupils who exhibit to a marked degree one or more of the following characteristics:

- (a) Inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) Inability to maintain satisfactory relationships with peers and adults.
- (c) Inappropriate behavior or affect under normal circumstances.
- (d) A pervasive and prolonged state of depression or anxiety.
- (e) A tendency to develop psychosomatic symptoms.

(f) A profound disorder in communication and socially responsive behavior (autistic-like).

(2) Despite the serious emotional disturbance, the pupil can profit from instruction provided by an education program.

(3) The serious emotional disturbance shall be determined by a psychiatric evaluation accompanied by recommendations of specific interventions that can be carried out within the class or program recommended.

(4) Whenever essential to the proper maintenance of a program appropriate to the needs of the pupil, the necessary ancillary services can be and are provided by the school, parent or guardian, or the community.

## 8.90 Guidelines for Individual Evaluation of Pupils

A pupil described in sections 8.70 or 8.80 shall be identified by individual assessment and evaluation in each of the following areas:

### 8.91 Psycho-Educational Study

The pupil shall be determined to have a learning or behavior disorder, or both, of such nature and extent that the pupil cannot benefit from the regular educational program. Such determination shall be made by the Admissions and Dismissal Committee based upon a psycho-educational case study presented by a credentialed school psychologist. The psycho-educational study shall include the following:

(1) The developmental history, the school history, and educational progress of the pupil.

(2) The specific steps taken to assist the pupil in the areas of his school difficulty and the results of such assistance.

(3) Observation of the pupil in his regular school situation and an evaluation of the environmental factors and peer and teacher interactions affecting his functioning in the regular school program.

(4) Specific measurements of the pupil's levels of academic functioning including reading.

(5) Appraisal of the receptive and expressive language functioning of the pupil.

(6) Appraisal of the pupil's intellectual capacity for academic learning.

(7) Appraisal of the economic, social, cultural, and language factors which may have an effect upon school functioning of the pupil.

(8) A statement from a credentialed school psychologist that in his professional judgment the pupil's basic learning skills fall below the range of functioning expected from pupils of a similar age and ability and that such functioning is not attributable to limited intellectual capacity for academic learning. This statement shall not be required for a pupil whose learning or behavior is determined to be a serious emotional disturbance as specified in sub-section 8.81.

(9) The identification and description of the specific learning or behavior disorders, or both. Specific handicapping conditions must be described in functional terms sufficient to indicate the specific characteristics of the pupil's disorders and to suggest the nature of an educational approach.

(10) The credentialed school psychologist shall have personally examined the pupil but may incorporate in the case study reliable information from school records and reports from another credentialed school psychologist, a licensed psychologist, a licensed educational psychologist, an educational specialist, a speech and hearing specialist, a credentialed pupil personnel worker, a teacher, or a psychometrist working under direct supervision of a credentialed school psychologist.

(11) The psycho-educational study shall be summarized in a written report prepared by a credentialed school psychologist and a copy included in the pupil's case study file.

### 8.92 Health Study

The pupil's learning or behavior disorder, or both, shall be associated with a neurological handicap or emotional disturbance, or both, and such association shall be established by health, medical, or psychological records or written reports. The Admissions and Dismissal Committee shall determine which health records or reports described in paragraphs (1), (2), and (3) below it deems appropriate and necessary for the proper evaluation of each pupil:

(1) A report by a licensed physician or a school nurse of a review of the pupil's health records and status including visual, auditory, and kinesthetic functioning and any known organic and/or functional deficits.

(2) For every pupil whose health records indicate a possibility of related health problems, or when otherwise required by the Admissions and Dismissal Committee, a report of a functional evaluation of the physical, neurological, and emotional basis for the pupil's learning or behavior disorders by a physician licensed to practice in California. Such evaluation shall be to advise the parent or guardian of

any medical services that may be of benefit to the pupil and to advise the school of those factors that may be of significance in planning an educational program. In requesting such an evaluation, the school shall provide the examining physician with a resumé of the pupil's learning or behavior disorders.

(3) For every pupil whose health records or psycho-educational study indicates the possibility of serious emotional disturbance, a report of a psychiatric evaluation of the psychodynamic aspects of the pupil's disorder. Such evaluation shall include a prognosis for participation in the educationally handicapped minors program, the type and extent of specific interventions or treatments that are advised concurrently with an educational program, and a statement that the pupil does not evidence behavior such as to cause his school attendance to be inimical to the welfare of other students or evidence behavior which suggests consideration for instruction at home or in a hospital or other than a public school setting.

### 8.93 Written Permission for Psychological Evaluation

Written permission for the individual psychological evaluation shall be secured in a conference with a school official, teacher, or psychologist and the parent or guardian. Permission documents for individual psychological evaluation and placements shall be written in English and in the home language of the parent or guardian.

## 8.100 Admissions and Dismissal Committee

### 8.101 Membership

The Admissions and Dismissal Committee shall consist of the following: The Director of Exceptional Pupil Services, principal or assistant principal, school psychologist, teacher of special education, school nurse, and a consulting physician. No member shall serve in more than one capacity. The evaluation and recommendation may be made only by the members so designated.

Counselors on the campus on which the Committee is meeting may be invited to help the Committee in making a final determination. As deemed necessary, the Committee, pursuant to Education Code Section 6755, may require and request the services or presence of other pupil personnel workers, educational psychologists, school nurses, social workers, optometrists, or physicians.

### 8.102 Guidelines for Recommendations

The Committee shall make an evaluation of each individual pupil referred to it by making a thorough study of the case file, records, reports, and program plan recommendations described in sections 8.90 and 8.130, and any material described in Education Code Section 6755.2, together with all other pertinent and reliable information available. A written report of the Committee's study and recommendations shall be filed with the District.

The report shall include all of the following:

(1) The description of the nature and extent of the pupil's specific handicaps as verified by the Committee.

(2) The Committee's approval of the educational plan specified in sub-section 8.131. A copy of the final plan as approved shall be attached to the report of the Committee.

(3) The Committee's recommendation regarding the most appropriate placement for the pupil in either a modified regular school program, a Learning Disability Group (specifying the number and content of periods), an educational program, or public or private schooling under Education Code Sections 6770 or 6870.

(4) A statement that the Committee agrees that the case study and information are adequate for making appropriate educational recommendations, and the statement required in Education Code Section 6755(a) with the signature and role of each concurring member present at the meeting. Any member dissenting from the final Committee recommendations shall attach to the report alternate recommendations or a statement of reasons for such objections.

(5) The Committee may withhold a recommendation for placement of a pupil in a program whenever the Committee determines that it does not have sufficient information to ascertain the pupil's eligibility, to specify instructional goals, or to recommend placement.

### 8.103 Procedures

(1) The Committee shall require that each pupil have, in addition to all the diagnostic tests, a medical and neurological examination with its interpretations submitted by a licensed physician who specializes in this area.

(2) It is the responsibility of each school's Assistant Principal for Pupil Personnel Services to notify the Director or Exceptional Pupil Services when a special education pupil registers or withdraws from his campus so that the case may be reviewed at the next Admissions and Dismissal Committee meeting.

(3) At the written request of a parent or guardian, a pupil may be referred back to the Committee for other referral, discharge, and/or transfer.

(4) It is the responsibility of each school's Assistant Principal for Pupil Personnel Services to notify the Director of Exceptional Pupil Services whenever problems arise with any pupil assigned to a special education program on his campus.

## 8.110 Placement of Pupils

### 8.111 Admissibility

A pupil is admitted to the Educationally Handicapped Minors Program on a trial basis and shall not be placed if he imposes a threat to the safety of himself or others.

### 8.112 Conference With Parent or Guardian

A consultation by the school psychologist and school counselor with the parent or guardian of a student being considered for initial admission to the program shall be held prior to enrollment. (Education Code Section 6755.3.) The parent or guardian must be given an exact description of the educationally handicapped pupil's program.

All conferences or notices shall be in the home language of the parent or guardian.

### 8.113 Written Consent

No minor shall be placed in special education classes for the educationally handicapped without the written consent of the parent or guardian. Permission documents for individual placement shall be written in English and in the home language of the parent or guardian.

### 8.114 Responsibility for Assignment of Pupil

The responsibility for the assignment of a pupil to an Educationally Handicapped Minors Program rests with the Superintendent of the District. Assignment shall be made only in compliance with Education Code Sections 6755(b) and 6755.3 and in accordance with the recommendations of the Admissions and Dismissal Committee. No pupil may be placed in a program or transferred prior to recommendation by the Committee, except as provided in Education Code Sections 6755(b) and 6755.3 or upon the pupil's physically leaving the District.

### 8.115 Priority for Placement

Priority for placement shall be given those pupils whose school attendance would otherwise be limited or denied. Such priority for pupils whose school attendance would otherwise be limited or denied shall be among all pupils enrolled in and all pupils eligible for placement in an Educationally Handicapped Minors Program.

### 8.116 Alternative Plans

Whenever a pupil's name is placed on a list for future placement, an alternative plan for assisting the pupil in the regular school program shall be made. Such plan shall be similar in content to the educational plan required in subsection 8.131, and a copy shall be provided the regular class teacher.

## 8.120 Trial Placement in a Diagnostic Class

Whenever a reasonable number of pupils are referred to the Admissions and Dismissal Committee for whom the Committee has sufficient information to determine the pupils' eligibility for special education but does not have sufficient information to complete its determination of instructional goals or the most appropriate program or special education provision, the Superintendent of the District may designate one special day class as a diagnostic class for the purpose of providing an ongoing diagnosis and evaluation of such pupils. A diagnostic special day class shall meet all the following requirements:

(1) It is one of the special day classes for educationally handicapped minors provided under Education Code Sections 6751(a) and 6752 and shall meet all the requirements for such a class.

(2) It is taught by a trained and experienced teacher of educationally handicapped minors and has an instructional aide during the hours the pupils are in attendance.

(3) A pupil is re-evaluated by a credentialed school psychologist no later than at the end of three months and by the Admissions and Dismissal Committee before the completion of six months, by which time instructional goals and specific educational objectives shall be determined and the pupil transferred to the most appropriate program.

(4) The class has adequate educational, psychological, and pupil personnel consultation services. Additional consultation may be provided under provisions of Title 5, Administrative Code, Section 3225.

## 8.130 Guidelines for Program Planning for Individual Pupils

### 8.131 Submission of Individualized Educational Plans to Admissions and Dismissal Committee

If the psycho-educational and health studies performed under section 8.90 indicate that a pupil requires a special education program, a recommended educational plan for the pupil shall be submitted to the Admissions and Dismissal Committee for review and approval. The plan shall include all of the following:

(1) Clearly defined instructional goals to:

(a) Reduce the handicapping effect of the pupil's disability.

(b) Specify the remedial instruction required.

(c) Enhance the pupil's strengths.

(2) Recommendations for educational approaches, methods, services, or specific interventions that can be carried out within the regular or special program recommended.

(3) Recommendations, when indicated, for a specific differential program or grouping of pupils, or modification of an existing class or group, necessary to accommodate the pupil or to meet his educational needs.

(4) Recommendations regarding necessary ancillary services to be provided by the school, parent or guardian, or the community whenever such recommendations are essential for the proper maintenance of a program appropriate to the needs of the pupil.

### 8.132 Disposition of Approved Individual Pupil Plan

Upon final approval by the Admissions and Dismissal Committee, a copy of the individual pupil plan shall be provided the pupil's teacher and a copy attached to the Admissions and Dismissal Committee report.

### 8.133 Developing Specific Educational Objectives

Not later than 45 school days after the pupil's placement in an EH program, the teacher, in cooperation with an educational specialist, school psychologist, or member of the Admissions and Dismissal Committee, shall develop a written set of specific educational objectives for the pupil which shall include:

(1) Objectives which specify expected pupil learning or behavior in each of the areas of instruction and school adjustment. Objectives shall be written for each of the goals specified in Title 5, Administrative Code, Section 3232.

(2) Anticipated levels of attainment (performance criteria) adequate for the evaluation of pupil progress.

(3) The methods, measures, or data which will be used to determine whether or not anticipated levels of attainment have been met.

### 8.134 On-Going Evaluation of Pupil's Progress

An on-going evaluation of the pupil's progress to generate new prescriptions each 45 school days or earlier will include the following:

(1) Teacher observation and evaluation of pupil's work.

(2) State mandated testing.

(3) Pupil's self-evaluation.

(4) Parent evaluation of his child's progress in the program.

(5) Evaluation by other school personnel including regular classroom teachers and administrators.

(6) Discovering strengths and interests.

### 8.135 Teacher Selection and Development of Methods and Materials

The teacher selects and develops methods and materials appropriate to the pupil's individual prescription by:

(1) Identifying available instructional materials and equipment appropriate to the pupil's unique learning style.

(2) Designing and/or adapting materials to provide successful sequential learning experiences adapted to the pupil's chronological level.

(3) Determining the learning and/or behavioral problems to be remediated for the pupil and the emphasis for giving specialized instructions in the areas of disability.

(4) Improving the pupil's self-concept via positive teaching, systematic recognition, and rewards.

(5) Adapting methodology to present instruction to the specific sensory modalities such as visual, auditory, or tactual and combinations thereof to enhance the pupil's learning.

(6) Providing subject matter to fulfill the pupil's course requirements with teaching to strengths and remediation of learning disabilities whenever appropriate and feasible.

### 8.136 Assignment of Grades and Special Contracts

(1) The grading of EH students should follow the District grading policy except that the use of Pass-Fail, Credit-No Credit should be used whenever possible and practical.

(2) The EH student should be provided the opportunity to acquire extra credit by being given specific contracts to accomplish. A unit of credit is granted for each twelve hours of work outside of the regular classroom assignment.

## 8.140 Maximum Class Load

### 8.141 For EH-LDG

Maximum class load per hour for an EH-LDG teacher shall be 8 pupils. The minimum day schedule will allow a maximum of 32 student hours.

### 8.142 For EH-SC

The maximum class load for an EH-SC teacher is 12. The recommended class load is 6 pupils.

## 8.150 The Instructional Program

### 8.151 Curriculum

A curriculum shall be designed to fit the individual developmental and learning needs of each pupil as initially determined by the instructional goals approved by the Admissions and Dismissal Committee. Adjustments shall be made in the curriculum as the pupil's progress requires through periodic revisions in the pupil's specific educational objectives.

### 8.152 Curriculum Objectives for EH-LDG

The curriculum objectives for EH-LDG are the same as for pupils in regular classes, with modifications of the classroom environment and academic requirements to meet individual needs. Teaching emphasis is designed to assist each student to develop and learn to the level where he may return to the regular classroom.

Course titles for the curriculum will serve as a guide for the teachers. Specific course objectives will be developed from the results of teacher observations and recommendations from the Admissions and Dismissal Committee.

#### 8.152.1 Initial Teacher Assessment

During the first two weeks of class, the teacher will determine the level at which instruction of the pupil will begin by:

(1) Examining the pupil's psychological case study.

(2) Making additional educational diagnoses involving measurements of academic proficiency in speech, language, reading, writing, and arithmetic.

(3) Evaluating the pupil's relationships with others.

(4) Reading his medical history, which is available at the District office.

(5) Learning about his home conditions.

(6) Noting his subject matter requirements.

(7) Discovering his present interests and abilities, and areas of special competencies.

(8) Conferencing with the other teachers of the pupil to determine his present status.

(9) Preparing the initial teaching prescriptions.

(10) Preparing and forwarding to the Director of Exceptional Pupil Services the measurable objectives.

(11) Evaluating and encouraging all students to prepare for vocational skill assessment so that all students graduating from the Fullerton Union High School District will have a salable job skill.

8.153 Curriculum Objectives for EH-SC

The curriculum requirements of severely emotionally disturbed students are extremely varied. Because some are able to function effectively, they do not require modifications of either the content of the course of study or the method of its presentation. Therefore, the teacher will make an initial assessment. General curriculum should include all of the following:

(1) Continuing group discussion directed toward self and other awareness.

(2) Weekly group counseling facilitated by psychologist or other trained personnel from community services.

(3) Formal and informal field trips to establish pupils' identity in relationship to the social milieu in which they live. (All field trips must be approved by the school principal. A copy of the proposal which has the principal's signature of approval will be forwarded to the Director of Exceptional Pupil Services three days prior to the date of the trip.)

(4) Academic content for pupil's course requirements and enrichment.

(5) Situations and guidance to encourage group endeavors which elucidate self-importance, importance of others, and meaningfulness of cooperative team effort.

(6) Employment of the contract method to facilitate pupils' catching up with the work of their regular classmates. (See sub-section 8.158.)

(7) A personal or positive approach to all instruction so that success will almost be assured.

(8) Mutual establishment of realistic goals of achievement by teacher and pupil.

(9) Opportunities for self-expression through numerous media such as art, music, verbalization, and contact games.

(10) Use of video tape for development of self-awareness.

(11) Development of abilities of concentration and the following of directions by providing appropriate activities.

(12) Development of communication skills by providing appropriate activities.

(13) Assisting the pupil in learning methods by which to relax and be accepting of others within the group.

(14) Role playing, socio-drama, or psycho-drama as therapeutic teaching tools.

(15) Allowing each student one-half hour each week for verbal discussions with the teacher regarding personal and classroom adjustment.

(16) Making available driver education and training to every pupil.

(17) Offering opportunity to take part in the work-study program.

(18) Displaying pupil work to promote satisfaction and build self-confidence and respect.

(19) Encouraging exercise. (EH-SC pupils may be exempt from regular physical education classes, but certain exercises may be done in the room; walking and/or running outside. Dancing can provide the students much needed exercise.)

### 8.153.1 Initial Teacher Assessment

(1) The teacher will examine each pupil's psychological case study and read the medical history.

(2) He will make home visitation to develop rapport and understanding prior to the pupil's first day of class.

(3) He will endeavor to discover the pupil's present interests and abilities and areas of special competencies.

(4) He will evaluate the pupil's relationships with others.

## 8.154 Amelioration of Learning or Behavioral Disorders

The amelioration of the learning or behavioral disorders determined for each pupil shall be emphasized by giving specialized instruction and guidance in the areas of the handicap.

8.155 Adaptations in Methodology

Adaptations in methodology shall be made in the presentation of instruction, in the sensory modalities employed, and in the performance required of each pupil whenever such adaptation will enhance his learning potential.

8.156 Additional Requirements

In addition to the requirements in sub-sections 8.151, 8.154, and 8.155, the curriculum shall emphasize fundamental school subjects prescribed in Division 7, Chapter 3 (commencing with Section 8501), of the Education Code.

8.157 Meeting Graduation Requirements

High schools shall adopt a course of study for educationally handicapped minors which can be adapted to meet the individual needs of each pupil and which provides the basis for graduation requirements for the pupil. Any pupil who pursues the adapted course of study shall be granted a diploma.

8.158 Grading and Promotion of EH-SC Pupil

Since many EH-SC pupils have missed as much as two years of schooling, they often lack units for graduation. In order to meet graduation requirements and to provide the pupils with a measure of success, the contract method should be used to build extra units of credit. An EH-SC pupil may earn variable units of credit based upon the behavioral objectives determined for him by the Admissions and Dismissal Committee in cooperation with the classroom teacher.

8.160 Coordination with Regular School Program

(1) EH pupils may be placed in regular classes which meet their needs.

(2) A system of behavioral objectives shall be established for each pupil entering a regular classroom. The pupil should know exactly what is expected of him from the regular teacher and from the EH teacher. If he reaches these objectives, he should be reinforced appropriately.

(3) The audit system may be used before formally enrolling the EH pupil in a regular class.

(4) An EH pupil enrolled in regular classes will be expected to meet the curriculum standard of the class and will receive a grade which reflects his knowledge of the subject.

(5) The regular classroom teachers may need to adjust their instructional techniques to meet the special learning and behavioral problems of the EH pupil. This may be accomplished by consultation with the District psychologist and any other consultants

deemed necessary. The EH teacher in cooperation with regular teachers may provide supplementary instruction during EH classroom time.

(6) The EH teacher will assist the principal in planning programs for faculty meetings which would make for greater understanding of the EH pupil.

(7) Regular classroom teachers shall be encouraged to cooperate and to discuss mutual problems relating to the EH program.

(8) The EH teacher shall confer with regular class teachers to explain problems that may be encountered and try to provide information to these teachers so that an EH pupil can achieve a measure of success in the regular classroom.

(9) The EH teacher shall consult with regular teachers about the behavioral objectives the regular teacher has for a specific subject.

(10) The EH teacher shall ask regular teachers for suggestions in teaching their subject matter to individual EH pupils.

(11) EH pupils shall be encouraged to participate in extracurricular activities.

## 8.170 Provisions for Continued Enrollment

(1) In order to remain in the classroom, a pupil must be a cooperative member of the group.

(2) Class membership shall be reviewed at periodic intervals or at least once annually by the Admissions and Dismissal Committee to determine individual progress.

## 8.180 Re-Evaluation, Transfer, and Discharge of Pupil

No pupil may be transferred or dismissed from the program without action by the Admissions and Dismissal Committee as specified in Education Code Sections 6755, 6755.1, 6755.2, and 6755.3 and Title 5, Administrative Code, Sections 3234 and 3235.

### 8.181 Annual Examination and Evaluation of Each Pupil

An annual examination and evaluation shall be made of the educational progress and school adjustment of each pupil enrolled in a program. The Superintendent of the District shall specify the personnel and methods to be used in the examination and maintain a written statement of such procedures. The procedures shall provide for consistency in the specific measurements used in determining academic progress. A written report shall be made of the examination and evaluation of each pupil and a copy thereof added to the pupil's case study file. The report shall include the following:

(1) A summary of the pupil's development and progress since the last written evaluation report.

(2) The results of specific measurements of the pupil's progress in the academic areas of instruction.

(3) A summary of the methods and techniques which have been utilized in the instructional program.

(4) An evaluation of the status of progress toward achieving the pupil's current specific educational objectives.

(5) A current description of the nature and extent of the pupil's specific learning or behavior disorders including the ability of the pupil to function in the regular school program.

(6) A recommended set of specific educational objectives for the next year.

Items (1) through (6) above shall be presented to the Admissions and Dismissal Committee by the EH teacher on the date specified by the Director of Exceptional Pupil Services. Failure to have this material available will be cause for the re-evaluation of a teacher of the program.

### 8.182 Annual Review and Report of Each Pupil by Admissions and Dismissal Committee

The Admissions and Dismissal Committee shall review the annual evaluation report of each pupil either upon the anniversary of the pupil's initial admission, his birth date, or at the end of each school year. As specified in Education Code Section [illegible], the Committee shall file a report for each pupil following the format of the report required in section 8.131.

### 8.183 Return to Regular School Program or Transfer to Any Other Program

Whenever a pupil enrolled in any program for educationally handicapped minors is recommended by the Admissions and Dismissal Committee for full return to the regular school program or transfer to any other program, the Committee's recommendation shall be supported by a written plan for the pupil's continuing education. Such recommendation and accompanying plan shall be in a form similar to the report required in section 8.130.

### 8.184 Integration of EH-SC Pupil Into Regular School Program

Whenever possible, the integration of an EH Self-Contained pupil into the regular school program will be accomplished by a transitional placement in the EH Learning Disability Group.

### 8.185 Pupil Failure

A pupil failing at any time to make satisfactory educational progress or appropriate school adjustment in accordance with the specific educational objectives, instructional goals, and recommendations of the Admissions and Dismissal Committee shall be referred to the Committee or to an appropriate public or private resource for further study. Whenever further study fails to provide a basis for a more adequate prognosis, the pupil shall be referred to the Admissions and Dismissal Committee for recommendations regarding transfer, continuation school, or discharge.

## 8.190 Home and Hospital Instruction

### 8.191 Specific Guidelines

A pupil enrolled in home and hospital instruction shall receive at least 300 minutes of individual instruction per week. Instruction of less than 300 minutes, but no less than 150 minutes of individual instruction per week, may be permitted when the Admissions and Dismissal Committee finds the pupil's health prevents a full 300 minutes.

### 8.192 Acceptance for Instruction

No pupil will be placed in home and hospital instruction without approval of the Admissions and Dismissal Committee and the Board of Trustees of the Fullerton Union High School District. It is further required that a pupil seeking home and hospital instruction be given a full psychological evaluation.

## 8.200 Pupils on Medication

If it is necessary for a pupil to receive medication during school hours, both a "Parent Request" and a "Physician Request" form must be completed. (District Rules and Regulations 4822.1)

## 8.210 Transportation of EH-SC Pupils

Bus transportation will be provided for pupils in the EH-SC program. The District will transport pupils to and from school by contract with a local carrier.

## 8.220 Confidential Information

Confidential information will not be released at any time without prior authorization of the parent or guardian and the Director of Exceptional Pupil Services

EH teachers are expected to respect the confidential nature of information related to educationally handicapped pupils and treat such information in a professionally confidential manner.

### 8.221 District Files

Confidential files are available to the EH teacher at the District office. All requests for confidential information shall be directed to the Director of Exceptional Pupil Services for action.

### 8.222 School Files

Confidential data received by the school will be retained and secured by an assistant principal responsible for special education on each campus.

## 8.230 Specific Guidelines for Specialized Consultation

Specialized consultation described in Education Code Section 6751(c) may be provided under 8.231 or 8.232, or both, as follows:

### 8.231 For Regular Classroom Teachers

Specialized consultation for regular classroom teachers having pupils with educational handicaps who have been recommended by the Admissions and Dismissal Committee to remain in or return to the regular school program with modifications shall meet the following guidelines:

(1) Consultation is given by an educational specialist or school psychologist specifically employed to provide such service. Such specialists shall be persons other than counselors or Exceptional Pupil Services workers regularly assigned to the school which the pupil attends.

(2) The pupils shall have been evaluated according to the procedures in sections 8.90 and 8.130, found to be mildly educationally handicapped according to sub-section 8.102, and been recommended to remain in or return to the regular school program with modifications that meet the pupil's special educational needs.

(3) The consultation is restricted to the specialized instruction, management, and guidance of pupils identified under subdivision (2) of this section and shall be based in part upon observation of the pupil's regular classroom learning and behavior by the educational specialist or school psychologist.

(4) The State allowances for specialized consultation under subsection 8.231 are used only toward the payment of that part of the educational specialist or school psychologist's salary for the time spent in the regular classroom or with the regular classroom teacher providing specialized consultation as specified in subdivision (3) of this section.

(5) Each educational specialist or school psychologist so employed shall file an annual report of such specialized consultative services provided and the results thereof on forms furnished by the Superintendent of Public Instruction.

(6) The plan for such specialized consultation shall have been submitted to the Superintendent of Public Instruction for review and prior approval. The request for prior approval

shall be on a form furnished by the Superintendent of Public Instruction.

### 8.232 For In-Service Training of Teachers and Staff

Specialized consultation for the in-service training of teachers and staff of the Educationally Handicapped Minors Program shall meet the following guidelines:

(1) The specialized consultation is given by specialists from such fields as education, language, speech, social work, psychology, medicine, and psychiatry.

(2) The consultation relates to the in-service training of teachers and staff concerning the specialized instruction, management, and guidance of pupils in an Educationally Handicapped Minors Program.

(3) State allowances for specialized consultations under subsection 8.232 are used only:

   (a) To provide specialists not regularly employed by the District.

   (b) For the employment of substitute teachers when substituting for a teacher of educationally handicapped minors who is attending a full-day conference or workshop specifically related to instruction of educationally handicapped minors.

(4) Expenses for the Admissions and Dismissal Committee in the identification of educationally handicapped pupils are not paid from State allowances for specialized consultation.

## 8.240 Classroom Environment

### 8.241 Physical Facilities of EH-LDG Classroom

(1) The classroom should be centrally located on campus.

(2) The classroom should be large enough to provide individual working areas.

(3) The furnishings should be flexible to allow the classroom to be restructured from time to time.

(4) The classroom should be carpeted to keep auditory stimuli at a minimum.

(5) An area for private teacher-student conferences should be provided.

(6) The classroom should have adequate light and ventilation but not be open visually to passing traffic.

(7) There should be adequate outlets for audio-visual equipment.

(8) The windows should have blackout curtains for the showing of films, filmstrips, etc.

(9) Specialized equipment to remediate learning disabilities should be ordered as needs arise.

### 8.242 Physical Facilities of EH-SC Classroom

(1) The classroom should have the appearance of a living room with carpeting, couches, and easy chairs so that the total environment is one that produces a less structured setting.

(2) There should be ample table space and movable chairs so that various on-going projects can be conducted easily.

(3) Adequate wiring and outlets for audio-visual and other electrical equipment should be provided.

(4) An area for private teacher-student conferences should be provided.

(5) The room should be on the fringe of the campus with easy outside access for loading and unloading of buses.

(6) Specialized media equipment should be ordered to aid in remediation of learning disabilities.

### 8.243 Emotional Atmosphere of EH-SC Classroom

Since EH-SC pupils have had severe adjustment problems in the regular classroom, the EH-SC classroom should be conducted in a different environment from a regular classroom. The teacher should be seen as a facilitator and helpmate rather than as a lecturer or authority figures. There should be more group projects than in a regular classroom, because the individual student needs to feel he is part of the group rather than feeling like an isolated individual.

The teacher-student relationship must be rooted in psychological acceptance--the teacher should believe the student is valuable and has potential. The teacher must also be sensitive to the group process. The teacher should define group limits. A climate in which students feel comfortable and accepted by the teacher carries over into peer relations. The teacher needs open and effective communication with the class--needs to accept some negative feelings that students may express.

Tasks must be meaningful to students and within their ability range. Success experiences develop confidence and satisfaction from contributing to the group. Group status developed in this way negates the need to fight for the false kind of status used in misbehavior. As the student's personality development contains introjected values of society, the teacher's and peers' acceptance or rejection enters into the student's evaluation of himself.

The atmosphere should encourage the student to express his feelings and fantasies so that they are available for handling in the group process. This environment should be semi-protective, semi-real so the student can use the reactions of his peers and his teacher to test reality so that inappropriate forms of behavior can change as a result of counseling and peer interaction.

## 8.250 Teacher

### 8.251 Qualifications

(1) The desirable basic training of an EH teacher should consist of the following:

(a) Any teacher may be assigned to give the instruction specified in paragraphs (a), (b), or (d) of Education Code Section 6751 who possesses a valid regular teaching credential or standard teaching credential and who in the judgment of the Superintendent of the District possesses specific preparation, experience, and personal attributes deemed desirable for a teacher of educationally handicapped students.

(b) A major or minor in psychology or sociology (24 hours).

(c) At least six hours in special education courses with emphasis on the educationally handicapped student.

(2) A clear credential to teach at the secondary level.

### 8.252 Special Duties and Responsibilities

Attendance at in-service training classes offered by the District or at the County and State level is required of all EH teachers. This applies also to the attending of conventions offered by related professional organizations wherever possible.

## 8.260 Instructional Aide

### 8.261 Qualifications

(1) Basic clerical skills.

(2) Ability to relate to adolescents and adults.

(3) Ability to establish good rapport with the teacher and accept the teacher as the authority in the classroom.

(4) Positive attitude towards students with learning and/or behavioral problems.

### 8.262 Responsibilities

(1) Operation of audio-visual equipment.

(2) Handling of routine report and record keeping.

(3) Knowledge of instructional materials.

(4) Preparation of materials.

(5) Available for learning assistance.

(6) Observing and recording student behavior.

(7) Correcting class assignments for immediate feedback.

(8) Assisting and implementing instructional program.

(9) Maintaining classroom appearance.

8.270 Student Aide

(1) Regular upper-class students may be used as student aides to tutor educationally handicapped students.

(2) Educationally handicapped students with good skills should be used to tutor educationally handicapped students with lesser skills or be utilized in other special education programs.

# EDUCABLE MENTALLY RETARDED MINORS PROGRAM (EMR)

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## 9.00 EDUCABLE MENTALLY RETARDED MINORS PROGRAM (EMR)

### 9.10 Philosophy

The special education program for mentally retarded minors in California has developed and continues on the basis of the following principles:

(1) Mentally retarded minors have the same rights to educational opportunities from which they can profit as do all other minors of the school-age population.

(2) Mentally retarded minors must be identified with great care, giving due consideration to all factors which lead to a minor's performance and the educational implications of such findings.

(3) Mentally retarded minors, once identified, must have a program designed specifically for their needs. Such a program should not be a substitute for other programs, such as compensatory education. Because of the difficulty often associated with making accurate appraisals, the placement of mentally retarded minors should be reviewed at least annually and transfer made to more appropriate programs when indicated.

(4) Mentally retarded minors must have an education that is comprehensive, with attention and efforts directed toward the fullest development of all the potentialities for personal and social maturity and for independent productive living.

(5) Mentally retarded minors must be educated in situations that permit them to develop skills necessary for daily living so that the educational outcomes will make a significant contribution to their present and adult life.

(6) Mentally retarded minors must be educated toward making an effective transition and integration into the social, political, and economic structures of their community to the degree possible. Such transition and integration requires inter-agency as well as interdisciplinary planning, programming, and implementation.

(7) Mentally retarded minors shall be educated in the locally developed programs organized as a part of the total educational program and, if at all possible, located in conjunction with programs for the other minors.

### 9.11 Broad Program Objectives

(1) To develop economic self-sufficiency of the student within the limits of his ability by participation in vocational experiences within the school and community.

(2) To develop in the student the knowledge and attitudes which will enable him to participate in a variety of leisure-time activities.

(3) To develop the student's ability to understand better the

relation of himself to the world in which he lives and functions and to cope adequately with the problems he will encounter.

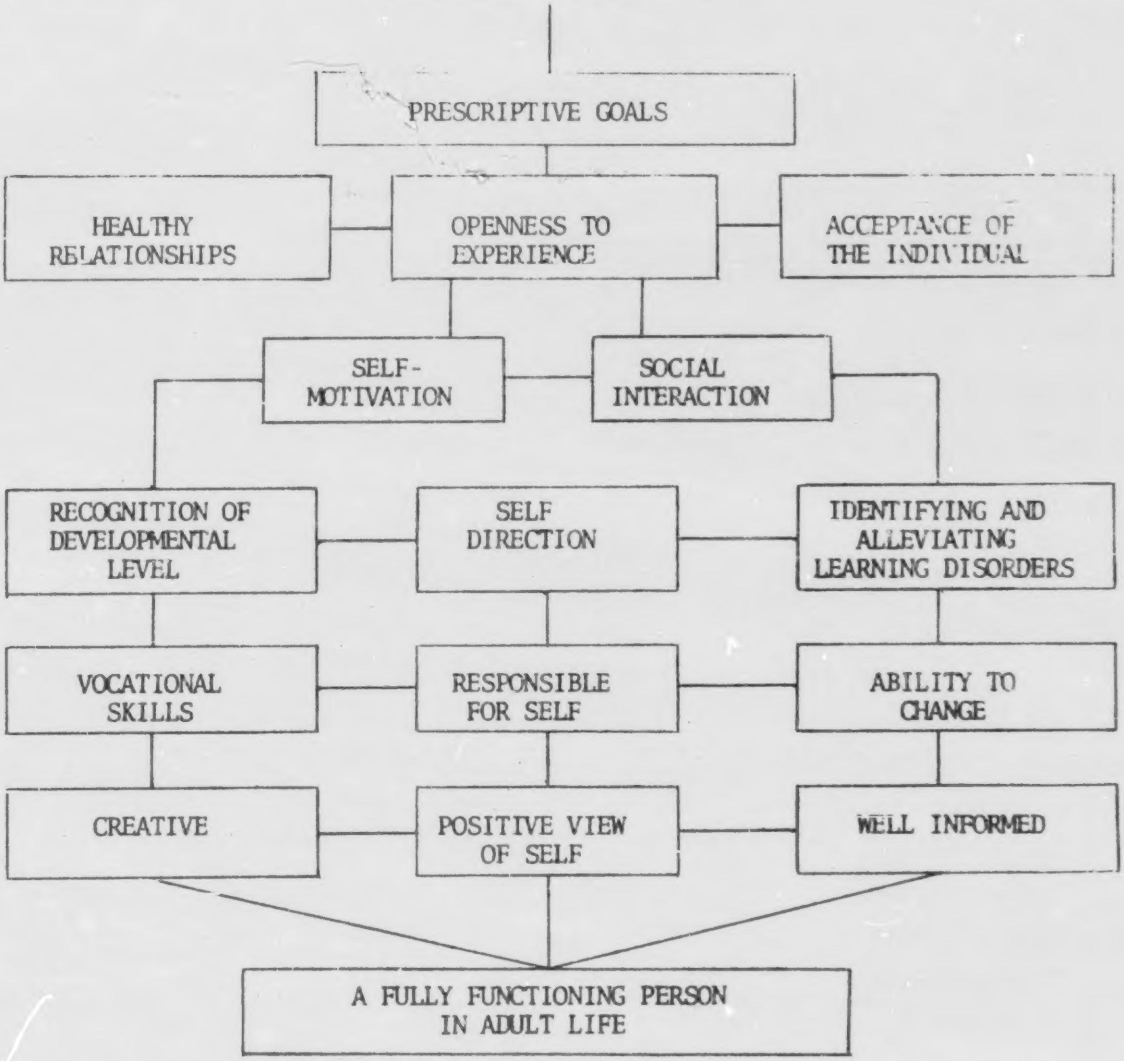
(4) To develop the student's academic abilities through the utilization of vocational training and education.

(5) To develop in the student the habits that promote personal health, physical development, and general safety.

(6) To develop in the student a sense of civic responsibility as a participating, productive member of his community.

(7) To develop in the student the skills necessary for family living.

9.12 EMR
INDIVIDUALIZED EDUCATION


PRESCRIPTIVE GOALS
HEALTHY RELATIONSHIPS
OPENNESS TO EXPERIENCE
ACCEPTANCE OF THE INDIVIDUAL
SELF-MOTIVATION
SOCIAL INTERACTION
RECOGNITION OF DEVELOPMENTAL LEVEL
SELF DIRECTION
IDENTIFYING AND ALLEVIATING LEARNING DISORDERS
VOCATIONAL SKILLS
RESPONSIBLE FOR SELF
ABILITY TO CHANGE
CREATIVE
POSITIVE VIEW OF SELF
WELL INFORMED
A FULLY FUNCTIONING PERSON IN ADULT LIFE

## 9.20 Eligibility of Minors for Admission

### 9.21 Minimum Age

The High School District is responsible for the education of a student after he reaches the age of fourteen years and nine months. However, if a student completes the eighth grade at an earlier age he will be considered for admission.

### 9.22 Maximum Age

Unless a student has been enrolled in a special education program in another district, he shall not be enrolled if he has reached the chronological age of eighteen years by the opening day of the school year when applying for admission to the special education program as a new student to the District.

Students enrolled in this District's special education classes who attain a chronological age of eighteen years during the school year may be allowed to attend the subsequent school year.

A continuance beyond the age of nineteen years may be permitted after a review of the individual's school record by the Admissions and Dismissal Committee.

## 9.30 Guidelines for Individual Evaluation of Pupils

### 9.31 Written Permission for Psychological Evaluation

Written permission for the individual psychological evaluation shall be secured in a conference with a school official, teacher, or psychologist and the parent or guardian. Permission documents for individual psychological evaluation, and placements, shall be written in English and in the home language of the parent or guardian.

During the conference the following information should be given to the parent or guardian:

(1) Explanation of the reasons for the referral.

(2) Explanation of the psychological evaluation and the possible types of tests to be administered.

(3) Explanation of the use of confidential information; i.e., who will have access to the psychological evaluation, etc.

### 9.32 Individual Case Study (Psycho-Educational Study)

No student may be placed in a special education program for the mentally retarded unless a complete psychological examination by a credentialed school psychologist investigating such factors as developmental history, cultural background, and school achievement substantiates the retarded intellectual development indicated by the individual test scores. This examination shall include estimates of adaptive behavior. (Education Code Section 6902.085)

The case study should include, but not be limited to, the following:

9.32.1 Educational History and School Achievement

(1) Teacher's statements concerning work habits, academic achievement, learning strengths and weaknesses, pupil's successes and failures, successful and unsuccessful teaching techniques, and adaptability to the school environment.

(2) Records of academic achievement including scores on group standardized tests.

(3) Records of communicating skills.

(4) Records of any previous special help programs.

9.32.2 Psychometric Assessment

(1) The student shall be given verbal or non-verbal individual intelligence tests in the primary home language in which he is most fluent. Such tests shall be selected from a list approved by the State Board of Education. (Education Code Section 6902.07)

Whenever persons other than credentialed school personnel are used as interpreters, written parental or guardian approval should be obtained. Any person acting as an interpreter shall provide the District with written affirmation that he will respect the confidentiality of any communication which may transpire as a part of his role as interpreter.

(2) The program expectancies and academic standards being placed on the student at the present time must be identified and evaluated.

(3) The psychologist may employ other instruments for the assessment of perceptual, psycho-motor, social-emotional, and language development.

9.32.3 Social, Economic, and Cultural Background

The case study shall include estimates of adaptive behavior. Adaptability testing shall include, but is not limited to, a visit, with the consent of the parent or guardian, to the student's home by the school psychologist. If the language spoken in the home is other than English, such interviews shall be conducted in the language of the home.

9.32.4 Developmental History

A developmental history of each student should be gathered during conferences with the parent or guardian to determine if there exist inadequacies of development.

### 9.32.5 Peer Relationships

A study of the student's present peer, classroom, and home relationships should be made to determine if there exist inadequacies of development.

### 9.32.6 Health History

A report on the health and physical condition of the student should include the results of any recent physical examinations. The results of visual and auditory tests shall be included and shall have been administered within the preceding twelve-month period.

### 9.32.7 Psychological Adjustment

The student's overall adjustment and his self-concept, level of awareness, level of aspiration, and preference patterns should be included.

### 9.32.8 Other Pertinent Information

The case study should include other pertinent information that would contribute to the recommendations by the Admissions and Dismissal Committee.

After the individual psychological evaluation is completed, the psychologist shall confer with the parent or guardian regarding the recommendations to the Admissions and Dismissal Committee.

The Committee should consider for EMR placement pupils whose psychological examination substantiates retarded intellectual development.

## 9.40 Admissions and Dismissal Committee

### 9.41 Membership

The Admissions and Dismissal Committee shall be composed of the Director of Exceptional Pupil Services, school psychologist, principal or assistant principal, school nurse, consulting medical doctor, teacher of EMR pupils, and others designated by the high school principal.

### 9.42 Guidelines for Recommendations

The Admissions and Dismissal Committee shall:

(1) Carefully analyze and consider each pupil's complete case study.

(2) Recommend the best possible educational placement available within the District.

Final recommendations may include one of the following:

(a) Ineligible for placement in special education programs for mentally retarded minors; remain in regular instructional programs.

(b) Referral for consideration for other special education programs; meanwhile, remain in regular instructional programs.

(c) Placement in special education programs for the Educable Mentally Retarded Minors under Education Code Section 6902:

- A program of instruction integrated with regular classes
- Special day class
- Minimum day work-study
- Experimental program

(d) Request for additional study and psychological evaluation upon which to base a recommendation.

(e) Other professional recommendations as may be indicated by individual case.

(3) Make recommendations for particular educational approaches, methods, or services appropriate to meet the pupil's needs.

(4) Prepare a written report to include:

(a) The assets and handicaps of the pupil relative to his educational needs.

(b) Ability of the pupil to profit from EMR placement, plus any specific recommendations concerning methods or services.

(c) The Committee's decision regarding eligibility for placement in the EMR classes.

(d) Names and titles of Committee members.

## 9.43 Procedures

### 9.43.1 Intra-District Transfers

(1) When an EMR student moves from one attendance area in the District to another, it is the responsibility of the Assistant Principal, Pupil Personnel Services, of the sending school to confer with the Assistant Principal, Pupil Personnel Services, of the receiving

school regarding the transfer of all information. The Admissions and Dismissal Committee of both schools shall be notified of the move.

(2) In the event that an attending school has no special education program for EMR students or there is no vacancy within an existing special education class, efforts will be made by the Assistant Principal, Pupil Personnel Services, of such attending school to seek placement of the student in an EMR class of another school in cooperation with the Admissions and Dismissal Committee of the receiving school.

(3) Requests for intra-District transfer of EMR students may be initiated by the student, his parents or guardian, or school personnel and shall be handled in accordance with the District's policy for intra-District transfers. Such requests shall be processed through the sending and receiving schools' Admissions and Dismissal Committee.

### 9.43.2 Registrations and Withdrawals

It is the responsibility of each school's lead teacher of the EMR program to notify the Director of Exceptional Pupil Services when a special education student registers or withdraws from school so that the case may be reviewed at the next Admissions and Dismissal Committee meeting.

## 9.50 Placement of Minors

### 9.51 Guidelines

No minor shall be placed in a special education class for the mentally retarded if he scores higher than two standard deviations below the norm, considering the standard error of measurement, on an individual intelligence test selected from a list approved by the State Board of Education except as provided in Section 6902.095.

No minor shall be placed in a special education class for the mentally retarded if he scores higher than one standard deviation below the norm, considering the standard error of measurement, on an individual intelligence test selected from a list approved by the State Board of Education.

No minor shall be placed in special education programs for the mentally retarded when he was tested in a language other than English if he scores higher than two standard deviations below the norm, considering the standard error of measurement, on the non-verbal portion of an individual intelligence test except as provided in Education Code Section 6902.095.

(1) In exceptional circumstances, after an examination of all

pertinent information including relevant cultural and adaptive behavior data, the Admissions and Dismissal Committee may, by unanimous vote, agree to place a student in a special education class for the mentally retarded in spite of an individual intelligence test score higher than two standard deviations below the norm, considering the standard error of measurement.

(2) Maximum integration into regular classes should be the preferred program.

(3) No placement should be considered permanent. Re-evaluation and placement should occur on a planned schedule.

### 9.51.1 Denial of Admission

Admission may be denied to an emotionally disturbed student whose physical or psychological history indicates that such student will not benefit from the program. If admission is denied, the education of such student can be provided for under Education Code Section 6871.

### 9.52 Screening and Referral

The District shall maintain an active screening and referral process for students entering the Fullerton Union High School District who have been referred for individual evaluation. Normally, this evaluation should take place prior to the beginning of school; however, if circumstances prevented prior evaluation, the pupil shall be admitted immediately pending evaluation and placement.

Referrals for additional screening and possible individual evaluation may be made by the student's high school counselor.

### 9.53 Responsibility for Assignment of Pupil

Placement in EMR programs shall require recommendation by a majority of the Admissions and Dismissal Committee, the school psychologist concurring. Placement by split decision shall be reviewed biannually.

Any members of the Committee dissenting from the final Committee recommendations shall attach to the final recommendations a statement of reasons for such objections and their alternative recommendations.

### 9.54 Conference with Parent or Guardian

Following the decision by the Admissions and Dismissal Committee, a Committee member shall meet with the parent or guardian of the pupil to discuss the Committee conclusion. The parent or guardian must be given an exact description of the EMR program, and it must be explained that this is a program for pupils with retarded intellectual development.

All conferences or notices shall be in the home language of the parent or guardian.

### 9.55 Written Consent

No student shall be placed in special education classes for the mentally retarded without the written consent of the parent or guardian. Permission documents for individual psychological evaluation, and placements, shall be written in English and in the language of the parent or guardian. (Education Code Section 6902.085)

### 9.56 Placement

The benefits of the assignment should be explained to the pupil and parent or guardian and an opportunity provided for them to meet the EMR staff and to visit the classes. The teacher should review the case study and the Committee and psychologist's recommendations. The initial placement is considered flexible. Pupil progress and adjustment should be evaluated frequently. Inappropriate placements should be referred to the psychologist.

### 9.57 Placement in Exceptional Circumstances

In exceptional circumstances, after an examination of all pertinent information, including relevant cultural and adaptive behavior data, the Admissions and Dismissal Committee may by unanimous vote agree to place a minor in a special education class for the mentally retarded in spite of an individual test score higher than two standard deviations below the norm considering the standard error of measurement. The Committee shall take notice of and be guided by the legislative intent expressed in Education Code Section 6902.06. Upon such unanimous agreement, a written report indicating the decision of the Committee and the reasons therefor shall be sent to the parent or guardian of the student. (Education Code Section 6902.095)

## 9.60 Coordination with Regular School Program

### 9.61 Placement in Regular Classes

(1) Mentally retarded students may be placed in regular elective classes which meet their needs for social and vocational growth and development.

(2) Mentally retarded students may be placed in regular academic classes for social growth and development.

(3) It will be the responsibility of the special education teacher to coordinate a program with the regular classroom teacher which meets the needs of, and is of significant value to, the mentally retarded student.

(4) The special education teacher will assist the regular class

teacher in adjusting instructional techniques to meet the special learning problems of the mentally retarded student.

(5) Mentally retarded students enrolled in regular academic classes will remain under the guidance of the special education teacher.

(6) The special education teacher will regularly visit the mentally retarded student in the regular class to provide any necessary assistance.

(7) Placement in a regular academic class does not dismiss the mentally retarded student from the special education program.

### 9.62 Grading in Regular Classes

(1) Mentally retarded students enrolled in regular classes will receive a grade according to their level of achievement and ability.

(2) The special education teacher and regular classroom teacher will work toward a common criteria for grading.

(3) It will be the responsibility of the special education teacher to maintain the grades and attendance of the mentally retarded student enrolled in a regular academic class.

### 9.63 Extracurricular Activities

In order to provide opportunities for growth and development and service to the school, the special education teacher will familiarize students with extracurricular activities. She will also help the students to become actively involved in such activities.

## 9.70 Re-Evaluation, Transfer, and Discharge

### 9.71 Annual Review

The Admissions and Dismissal Committee shall conduct an annual review of all students enrolled in EMR classes. Data from the following sources should be reviewed:

#### 9.71.1 Report from Pupil's Teacher

(1) General adjustment to school.

(2) Academic progress and achievement.

(3) Extent of progress toward achievement of previously established objectives, reasons for failure, and recommendations for future program objectives.

(4) Summary of conference with parent or guardian.

#### 9.71.2 Other Reports

Reports from other staff members regarding the performance of the pupil, related to change in physical, social, or psychological conditions.

### 9.72 Complete Re-Evaluation

A complete re-evaluation of each pupil in EMR classes shall be made at least every three years to include all areas covered in the original case study. In addition, if indicated by a change in behavioral patterns and requested by the Admissions and Dismissal Committee, teacher, or other staff member involved in the education of the pupil, a complete re-evaluation may be made at any time.

### 9.73 Transfer

(1) Placement in an EMR class is probationary. A student who fails to adjust to the special education program may be referred back to the Admissions and Dismissal Committee for other placement.

(2) Students who are successful in the special education class and would be handicapped by return to the regular classes shall not be transferred to make room for another EMR student.

(3) A student transferred to other special education programs should be followed by the lead teacher and given assistance so that success can continue.

### 9.74 Discharge

A student who has been discharged by the Admissions and Dismissal Committee should be followed by the lead teacher of the EMR program who should give assistance and resources to the regular classroom teachers and to the individual himself for at least one year.

## 9.80 The Instructional Program

### 9.81 Curriculum Guidelines

(1) The curriculum must contain information and experiences designed to provide a foundation for learning at each of the developmental stages and to develop a more efficient level of functioning at each step. The curriculum must provide for a development that is consistent with the individual differences of the pupils enrolled.

(2) Motivation greatly affects readiness to learn. Therefore, the curriculum must be developed and organized to provide experiences that will capture and hold the pupils' attention.

(3) Professional personnel developing the curriculum must include opportunities for learning experiences drawn from the actual daily living situations of the pupils. The learning experiences presented in the curriculum must assist pupils in

becoming more adequate socially, intellectually, and vocationally in the home, in the school, and in the community.

(4) The curriculum must provide repeated opportunities to apply whatever academic skills the student may attain in practical situations of daily living. The curriculum must provide sufficient flexibility and latitude to include the wide range of differences of abilities within each pupil as well as within the class.

## 9.82 Curriculum Objectives (Specific Program Goals)

### 9.82.1 Program Goal--Developing Economic Self-Sufficiency

The following units are designed to develop economic self-sufficiency of the student within the limits of his ability by participation in vocational experiences within the school and the community.

| Course No. | Course Title |
|---|---|
| 101 | Change |
| 102 | Budget |
| 103 | Checking Account |
| 104 | Savings Account |
| 105 | Social Security |
| 106 | Insurance |
| 107 | Credit Buying |
| 108 | Consumer Buying |
| 108.1 | Yellow Pages |
| 108.2 | Shopping for Best |
| 108.3 | Car Buying, Leasing, Renting |
| 108.4 | House - Leasing, Renting, Purchasing |
| 108.5 | Apartment - Leasing, Renting, Purchasing |
| 108.6 | Clothing Buying |
| 108.7 | Food Buying |
| 108.8 | Appliance Buying |
| 108.9 | Cosmetic Buying |
| 108.10 | Medicine Buying |
| 108.11 | Entertainment Costs |
| 109 | Maintenance of Personal Property |
| 110 | Personal Hygiene |
| 111 | Understanding Advertisements (Sales Pitch) |
| 112 | Transportation |
| 113 | A Job (Off Campus) |

### 9.82.2 Program Goals--(1) Developing Knowledge and Attitudes for Participation in Leisure-Time Activities and (2) Developing Critical Evaluation and Cultural Enrichment

These units are designed to develop in the student (either as a spectator or as an active participant) the knowledge and attitudes which will enable him to share in a variety of leisure-time activities throughout life. They will further develop in him the capacity for critical evaluation and add cultural enrichment.

| Course No. | Course Title |
|---|---|
| 201 | Spectator |
| 202 | Music Appreciation |
| 203 | Television Appreciation |
| 204 | Sporting Events |
| 205 | Radio |
| 206 | Concerts |
| 207 | Movies |
| 208 | Stage Plays |
| 210 | Active Participation |
| 211 | Camping |
| 212 | Music-Dancing |
| 213 | Cooking |
| 214 | Leisure Reading |
| 215 | Dating |
| 216 | Dining Out |
| 217 | Hobbies |
| 218 | Physical Fitness |
| 219 | Chess |
| 220 | Checkers |
| 221 | Card Games |
| 222 | Table Games |
| 223 | Bowling |
| 224 | Swimming |
| 225 | Badminton |
| 226 | Golf |
| 227 | Tennis |
| 228 | Archery |
| 229 | Sailing |
| 230 | Fishing |
| 231 | Hunting |
| 232 | Canoeing |
| 233 | Boating |
| 234 | Flying |
| 235 | Other Sports |

### 9.82.3 Program Goal--Developing the Student's Understanding of His Relation to the World and Coping With Problems

These units are designed to develop the student's ability to understand better the relation of himself to the world in which he lives and functions and to cope adequately with the problems he will encounter.

| Course No. | Course Title |
|---|---|
| 301 | Identity of Self |
| 302 | Problem Solving |
| 303 | Prejudice |
| 304 | Individual Differences |
| 305 | Alcohol and Harmful Drugs |

| | |
|---|---|
| 306 | Morals |
| 307 | Controversial Issues |
| 308 | Ethics |
| 309 | Laws |
| 310 | Roles |
| 311 | Population |
| 312 | Divorce |
| 313 | Civil Rights |
| 314 | Emotions |
| 315 | Communication |
| 316 | Honesty |
| 317 | Being Realistic |
| 318 | Trustworthiness |
| 319 | Attitudes |

### 9.82.4 Program Goal--Developing Academic Abilities Through Vocational Training

These units are designed to develop the student's academic abilities through the utilization of vocational training and education.

| Course No. | Course Title |
|---|---|
| 401 | Jobs in the Community |
| 401.1 | Skilled |
| 401.2 | Semi-Skilled |
| 401.3 | Unskilled |
| 402 | Job Requirements |
| 402.1 | Skills |
| 402.2 | Attitudes |
| 402.3 | Dependability |
| 403 | Job Benefits |
| 403.1 | Paid Vacation |
| 403.2 | Company Insurance |
| 403.3 | Sick Leave |
| 403.4 | Hours |
| 403.5 | Overtime |
| 403.6 | Social Security |
| 403.7 | Workmen's Compensation |
| 404 | Job Routine |
| 404.1 | Time Cards |
| 404.2 | Absences |
| 405 | Jobs in Work-Study |
| 405.1 | Operation of Equipment |
| 405.2 | Following Directions |
| 405.3 | Acceptance of Tasks |
| 405.4 | Completion of Tasks |
| 405.5 | Working Independently |
| 405.6 | Working With Others |
| 406 | Finding a Job |
| 406.1 | Want Ads |
| 406.2 | Yellow Pages |
| 406.3 | Employment Agencies |
| 406.4 | Company Offices |

406.5 Project Worker
406.6 DVR
407 Personal Data Sheets
407.1 Job Interviews
407.2 Appearance and Grooming
407.3 Application Forms (Handwriting, Reading, and Spelling)
407.4 Personal Interview
407.5 Employer Expectations
407.6 Employee Expectations
407.7 References
408 Job Training
408.1 Work-Study Class
408.2 On-Campus Work Stations
408.3 Project Worker Training
409 Vocational Choice
409.1 Interests
409.2 Skills
409.3 Abilities
410 Keeping Your Job
410.1 Understanding Requirements
410.2 Completing the Job
410.3 Planning Time Wisely
410.4 Caring for Tools and Equipment
410.5 Taking Orders
410.6 Getting Along With Others
410.7 Enjoying Your Work
411 Getting Ahead
411.1 Promotions
411.2 Better Hours
411.3 Overtime
411.4 Raises
412 Getting to Your Job
412.1 Kinds of Transportation
412.2 Costs of Transportation
412.3 Car Pools
413 What Your Job Does for You
413.1 Self-Respect
413.2 Economic Independence
413.3 Buying Things You Want
413.4 What Can You Afford?
413.5 Adult Responsibility
414 Vocational Reading
415 Units of Measurement
416 Money
417 Time
418 Budget
419 Income Tax
420 Unions

### 9.82.5 Program Goal--Developing Personal Habits to Promote Health and Safety

These units are designed to develop in the student the habits that promote personal health, physical development, and general safety.

| Course No. | Course Title |
|---|---|
| 501 | Physical Health |
| 501.1 | Proper Diet |
| 501.2 | Effects of Poor Diet |
| 501.3 | Where to Buy the Foods You Need |
| 501.4 | Food Preparation |
| 501.5 | Drinking Water |
| 502 | Keeping Physically Fit |
| 502.1 | Sleeping Habits |
| 502.2 | Physical Exercise |
| 502.3 | Exercise and Recreation |
| 502.4 | Exercise and Work |
| 503 | Grooming and Hygiene |
| 503.1 | Body Cleanliness |
| 503.2 | Dental Care |
| 503.3 | Proper Dress |
| 503.4 | Appearance On The Job |
| 504 | Home Safety |
| 504.1 | Appliances |
| 504.2 | Tools |
| 504.3 | Medicines |
| 504.4 | Paint and Thinners |
| 504.5 | Gasoline (Storage) |
| 504.6 | Insecticides |
| 504.7 | Hot Water Tank |
| 504.8 | Household Wiring |
| 504.9 | Gas Outlets |
| 504.10 | Plumbing |
| 504.11 | Carpentry |
| 505 | General Safety Signs and Habits |
| 506 | Driving Safety |
| 506.1 | Driving Rules |
| 506.2 | Safety on the Road |
| 506.3 | Operating a Safe Vehicle |
| 507 | Safety on the Job |
| 507.1 | Operation of Equipment |
| 507.2 | Safety Awareness |
| 507.3 | Safety Check |
| 507.4 | Safety Consciousness |
| 508 | Recreation for Mental and Physical Health |
| 508.1 | Hobbies |
| 508.2 | Sports |
| 508.3 | Games |
| 509 | Healthy Mind: Healthy Body |
| 509.1 | Types of Drugs |
| 509.2 | Effects of Drugs on Mind and Body |
| 509.3 | Drug Effects and the Job |
| 509.4 | Drug Effects and Your Social Life |
| 509.5 | The Drug Habit |
| 509.6 | Alcoholism |
| 509.7 | Smoking and Your Health |

| | |
|---|---|
| 509.8 | V.D. - Causes and Prevention |
| 509.9 | Common Ailments |
| 509.10 | Patent Medicines for Home Remedy |
| 509.11 | Mental Health and Attitudes |
| 510 | Ecology |
| 510.1 | Air Pollution |
| 510.2 | Water Pollution |
| 510.3 | Land Pollution |
| 511 | First Aid |

## 9.82.6 Program Goal--Developing a Sense of Civic Responsibility

These units are designed to develop in the student a sense of civic responsibility as a participating, productive member of his community.

| Course No. | Course Title |
|---|---|
| 601 | Where You Live, Work, and Play |
| 601.1 | Your Neighborhood |
| 601.2 | Stores and Business |
| 601.3 | Products and Services |
| 601.4 | Public Services (Police, Fire) |
| 601.5 | Post Office |
| 601.6 | Parks |
| 601.7 | Jobs for Youth |
| 601.8 | Jobs for Adults |
| 601.9 | Medical and Dental Facilities |
| 601.10 | Using the Newspaper |
| 601.11 | Using the Phone Book |
| 601.12 | Public Utilities |
| 601.13 | Civic Clubs and Organizations |
| 601.14 | The Bank |
| 602 | Taxes |
| 602.1 | What Are Taxes? |
| 602.2 | Why Are Taxes Necessary? |
| 602.3 | How to Pay Taxes |
| 602.4 | Use of Taxes |
| 603 | Care of Your Community |
| 603.1 | Pride in Home |
| 603.2 | Pride in Neighborhood |
| 603.3 | Pride in Community |
| 604 | Labor Unions |
| 604.1 | Union Membership |
| 604.2 | Membership Dues |
| 604.3 | Union Benefits |
| 605 | Know Your Neighbor |
| 605.1 | Be Friendly |
| 605.2 | Include Yourself |
| 605.3 | Care About Others |
| 605.4 | Help Your Neighbor When You Can |
| 605.5 | Ask For and Accept Help When You Need It |
| 606 | Government |
| 606.1 | School |

|  |  |
|---|---|
| 606.2 | Local |
| 606.3 | State |
| 606.4 | National |
| 606.5 | World |

### 9.82.7 Program Goal--Developing Skills for Family Living

These units are designed to develop in the student the skills necessary for family living.

| Course No. | Course Title |
|---|---|
| 701 | The Family Unit (Marriage) |
| 701.1 | Roles of Family Members |
| 701.2 | Responsibilities of Parents |
| 701.3 | Responsibilities of Children |
| 701.4 | Discipline |
| 701.5 | Child Care |
| 701.6 | Family Recreation |
| 701.7 | The "Roommate" Family |
| 701.8 | Nutritional Needs |
| 702 | Spending Money Wisely |
| 702.1 | Rent vs. House Payments |
| 702.2 | Home Loans |
| 702.3 | Family Financial Planning (Budget) |
| 703 | Group Processes |
| 704 | Home Improvements and Repairs |
| 704.1 | Painting |
| 704.2 | Woodworking |
| 704.3 | Lawn Care |
| 704.4 | Simple Plumbing Repairs |
| 704.5 | Simple Electrical Repairs |
| 704.6 | Appliance Repair and Use |
| 704.7 | Home Decorating Ideas |
| 704.8 | Trouble-Shooting a Car |
| 704.9 | Cost of Auto Parts |
| 704.10 | Care and Use of Tools |
| 704.11 | Building a Home Workshop |
| 704.12 | Decorating for Christmas |
| 704.13 | Buying a Home |
| 704.14 | Sewing |
| 704.15 | Cooking |

## 9.83 Curriculum Content

### 9.83.1 ENGLISH Units Offered (27)

(Unless otherwise noted, each course satisfies 1 unit.)

| Course No. | Course Title |
|---|---|
| 101 | Understanding Advertisements (Sales Pitch) |
| 406 | Finding a Job |
| 315 | Communication |
| 407 | Personal Data Sheet [8 Units] |

| | |
|---|---|
| 414 | Vocational Reading |
| 601.10 | Using the Newspaper |
| 601.11 | Using the Phone Book |
| 703 | Group Processes |
| 302 | Problem Solving |
| 202 | Music Appreciation |
| 203 | Television Appreciation |
| 205 | Radio |
| 206 | Concerts |
| 207 | Movies |
| 208 | Stage Plays |
| 112 | Transportation |
| 409.1 | Interests (Vocational Choice) |
| 410.3 | Planning Time Wisely (Keeping Your Job) |
| 410.1 | Understanding Requirements (Keeping Your Job) |
| 507.4 | Safety Consciousness (Safety on the Job) |

### 9.83.2 AMERICAN HISTORY Units Offered (10)

(Each course satisfies 1 unit.)

| Course No. | Course Title |
|---|---|
| 303 | Prejudice |
| 304 | Individual Differences |
| 307 | Controversial Issues |
| 309 | Laws |
| 311 | Population |
| 313 | Civil Rights |
| 606.2 | Local (Government) |
| 606.3 | State (Government) |
| 604 | Labor Unions |
| 606.4 | National (Government) |

### 9.83.3 AMERICAN GOVERNMENT Units Offered (10)

| Course No. | Course Title |
|---|---|
| 606.1 | School [2 Units] |
| 606.2 | Local [3 Units] |
| 606.3 | State [2 Units] |
| 606.4 | National [2 Units] |
| 606.5 | World [1 Unit] |

### 9.83.4 SOCIAL SCIENCES Units Offered (40)

(Unless otherwise noted, each course satisfies 1 unit.)

| Course No. | Course Title |
|---|---|
| 105 | Social Security |
| 310 | Roles |
| 312 | Divorce |
| 413.2 | Economic Independence |
| 413.5 | Adult Responsibility |

| | |
|---|---|
| 506 | Driving Safety [3 Units] |
| 601.1 | Your Neighborhood |
| 601.2 | Stores and Business |
| 601.3 | Products and Services |
| 601.4 | Public Services (Police, Fire) |
| 601.5 | Post Office |
| 601.7 | Jobs for Youth |
| 601.8 | Jobs for Adults |
| 601.9 | Medical and Dental Facilities |
| 601.12 | Public Utilities |
| 601.13 | Civic Clubs and Organizations |
| 601.14 | The Bank |
| 701.1 | Roles of Family Members |
| 701.2 | Responsibilities of Parents |
| 701.3 | Responsibilities of Children |
| 701.4 | Discipline (The Family Unit) |
| 701.5 | Child Care (The Family Unit) |
| 701.6 | Family Recreation |
| 701.7 | The "Roommate" Family |
| 701.8 | Nutritional Needs |
| 401 | Jobs in the Community |
| 108 | Consumer Buying [10 Units] |
| 403.6 | Social Security |
| 403.7 | Workmen's Compensation |

### 9.83.5 SCIENCE Units Offered (22)

(Each course satisfies 1 unit.)

| Course No. | Course Title |
|---|---|
| 109 | Maintenance of Personal Property |
| 410.4 | Caring for Tools and Equipment |
| 504.1 | Appliances (Home Safety) |
| 504.2 | Tools (Home Safety) |
| 504.3 | Medicines (Home Safety) |
| 504.4 | Paint and Thinners (Home Safety) |
| 504.5 | Gasoline (Storage) (Home Safety) |
| 504.6 | Insecticides (Home Safety) |
| 504.7 | Hot Water Tank (Home Safety) |
| 504.8 | Household Wiring (Home Safety) |
| 510 | Ecology |
| 704.1 | Painting |
| 504.9 | Gas Outlets (Home Safety) |
| 504.10 | Plumbing (Home Safety) |
| 504.11 | Carpentry (Home Safety) |
| 704.2 | Woodworking |
| 704.3 | Lawn Care |
| 704.4 | Simple Plumbing Repairs |
| 704.5 | Simple Electrical Repairs |
| 704.6 | Appliance Repair and Use |
| 704.8 | Trouble-Shooting a Car |
| 704.10 | Care and Use of Tools |

### 9.83.6 MATH Units Offered (11)

(Each course satisfies 1 unit.)

| Course No. | Course Title |
|---|---|
| 101 | Change |
| 102 | Budget |
| 103 | Checking Account |
| 104 | Savings Account |
| 107 | Credit Buying |
| 404 | Job Routine |
| 415 | Units of Measurement |
| 416 | Money |
| 417 | Time |
| 418 | Budget |
| 419 | Income Tax |

### 9.83.7 PHYSICAL EDUCATION Units Offered (110)

(Concentrated individualized instruction under special education department supervision)

(Each course satisfies 5 units.)

| Course No. | Course Title |
|---|---|
| 210 | Active Participation |
| 211 | Camping |
| 212 | Music-Dancing |
| 218 | Physical Fitness |
| 235 | Other Sports |
| 219 | Chess |
| 220 | Checkers |
| 221 | Card Games |
| 222 | Table Games |
| 223 | Bowling |
| 224 | Swimming |
| 225 | Badminton |
| 226 | Golf |
| 227 | Tennis |
| 228 | Archery |
| 229 | Sailing |
| 230 | Fishing |
| 231 | Hunting |
| 232 | Canoeing |
| 233 | Boating |
| 234 | Flying |
| 217 | Hobbies |

### 9.83.8 HEALTH EDUCATION Units Offered (12)

(Unless otherwise noted, each course satisfies 1 unit.)

| Course No. | Course Title |
|---|---|
| 110 | Personal Hygiene |

| | |
|---|---|
| 305 | Alcohol and Harmful Drugs |
| 314 | Emotions |
| 501 | Physical Health |
| 502 | Keeping Physically Fit |
| 503 | Grooming and Hygiene |
| 509 | Healthy Mind: Healthy Body [5 Units] |
| 511 | First Aid |

### 9.83.9 VOCATIONAL TRAINING Units Offered (121)

(Unless otherwise noted, each course satisfies 1 unit.)

| Course No. | Course Title |
|---|---|
| 113 | A Job (Off Campus) [5-60 Units] |
| 401 | Jobs in the Community |
| 402 | Job Requirements |
| 403 | Job Benefits |
| 405 | Jobs in Work-Study |
| 406 | Finding a Job |
| 408.1 | Work-Study Class [1-10 Units] |
| 408.2 | On-Campus Work Stations [5-20 Units] |
| 408.3 | Project Worker Training [5-20 Units] |
| 409 | Vocational Choice |
| 410 | Keeping Your Job |
| 411 | Getting Ahead |
| 412 | Getting to Your Job |
| 413 | What Your Job Does For You |
| 507 | Safety On the Job |

### 9.83.10 ELECTIVES Units Offered (25)

(Each course satisfies 1 unit.)

| Course No. | Course Title |
|---|---|
| 106 | Insurance |
| 213 | Cooking |
| 214 | Leisure Reading |
| 215 | Dating |
| 216 | Dining Out |
| 301 | Identity of Self |
| 306 | Morals |
| 308 | Ethics |
| 316 | Honesty |
| 317 | Being Realistic |
| 318 | Trustworthiness |
| 319 | Attitudes |
| 508 | Recreation for Mental and Physical Health |
| 601.6 | Parks |
| 602 | Taxes |
| 603 | Care of Your Community |
| 605 | Know Your Neighbor |
| 702 | Spending Money Wisely |
| 704.7 | Home Decorating Ideas |

| | |
|---|---|
| 704.9 | Cost of Auto Parts |
| 704.11 | Building a Home Workshop |
| 704.12 | Decorating for Christmas |
| 704.13 | Buying a Home |
| 704.14 | Sewing |
| 704.15 | Cooking |

## 9.84 Assignment of Grades and Special Contracts

(1) The grading of EMR students should follow the District grading policy except that the use of Pass-Fail, Credit-No Credit should be used whenever possible and practical.

(2) The EMR student should be provided the opportunity to acquire extra credit by being given specific contracts to accomplish. A unit of credit is granted for each twelve hours of work outside of the regular classroom assignment.

## 9.85 Meeting Graduation Requirements

### 9.85.1 District Requirements

| | |
|---|---|
| English | 20 |
| Social Science | 20 |
| English or Social Science | 10 |
| Science | 10 |
| Math | 5 |
| Physical Education | 40 |

### 9.85.2 Program Requirements

(1) Physical Education

A maximum of 10 units may be taken for physical education credit in the 210-235 series over and above the 40-unit requirement in regular physical education, excepting 213-217.

All or any part of the 40-unit physical education requirement may be met in areas 201-208, with program approval, where physical education State requirements can be met. Students electing to do this may not apply more than 40 units of credit toward graduation in this area.

(2) English

Part of the 20-unit requirement in English must be met by completion of 407 - Personal Data Sheets.

(3) Social Science

Part of the 20-unit requirement in social science must be met by completion of the following areas of study:

(a) 506 - Driving Safety

(b) 108 - Consumer Buying

(4) Math

The 5-unit requirement in math must be met by completion of the following areas of study:

(a) 101 - Change (or) 416 - Money

(b) 102 - Budget (or) 418 - Budget

(c) 104 - Savings Account

(d) 417 - Time

(e) 419 - Income Tax

The student may elect to take additional units in the math area.

(5) Vocational Training

The program requires completion of the following areas of study:

| | |
|---|---|
| (a) 113 - A Job (Off-Campus) | 5 Units |
| (b) 408.1 - Work-Study Class | 5 Units |
| (c) 408.2 - On-Campus Work Stations | 5 Units |

### 9.86 Early Graduation

A student may graduate early under the following conditions. If he:

(1) Has fulfilled the 200-credit requirement.

(2) Has fulfilled all State requirements for graduation.

(3) Has fulfilled all program requirements for graduation.

(4) Has a promise from his employer that he will be employed on a full-time basis, or is 18 years of age.

## 9.90 Classroom Environment

### 9.91 Maximum Class Load

To facilitate the needs of students in the Educable Mentally Retarded Program and to provide adequate instruction in vocational education and the remediation of learning disabilities, the number of students per teacher in a classroom at any given time should not exceed 15.

## 9.92 Physical Facilities of the Classroom

### 9.92.1 Setup

Because of the diversity of personnel and the use of innovative methods by special education programs, the special education teacher is encouraged to set up classrooms according to student needs and activities. When arranging classrooms for new activities to meet student goals, the special education teacher will always have the health and welfare of students foremost in mind.

### 9.92.2 Equipment

The special education program will be equipped with a variety of audio-visual equipment. This equipment may be used in any manner which facilitates the needs of students in an educational or social setting.

Aside from the standard classroom furniture, various pieces of household furniture may be utilized within the special education classroom setup.

The teacher will have the health and welfare of students in mind when bringing in outside furniture and equipment for use within the special education classroom.

## 9.100 EMR Teacher

### 9.101 Qualifications

The teacher of mentally retarded classes must possess a credential issued by the State Board of Education to serve as a teacher in special schools or classes of mentally retarded minors coming within Education Code Section 6903. The standards for such credential are a baccalaureate degree or higher education from an institution approved by the State Board of Education and such other specialization and professional preparation as the State Board may require. A major or a minor in an academic subject matter area is not a requirement for a special education credential. (Education Code Section 13151)

### 9.102 Special Duties and Responsibilities

#### 9.102.1 Behavioral Objectives

Behavioral objectives shall be written for each student, taking into account the abilities and limitations of each. Objectives should be written for the social and vocational aspects of school as well as the applied learning skills.

#### 9.102.2 Reports

In lieu of grades on report cards, progress reports shall be written for each student indicating work completed and work in progress. These reports, written quarterly, should include the student's strengths and weaknesses in all aspects of development for which behavioral objectives have been written.

## 9.102.3 Team Teaching

For effective integration of the special education students into the regular classroom, it may be necessary for the special education teacher to accompany his students into the regular classroom and work on a team-teaching basis with the regular classroom teacher, adapting the program to the needs of EMR students.

## 9.102.4 Counseling

It should be remembered that personal growth is a necessary corollary for academic and vocational achievement. The special education teacher is frequently called upon to help solve both personal and social problems that hinder that growth. It is therefore beneficial for the special education teacher to be familiar with current counseling techniques.

## 9.102.5 Conferences With Parents or Guardian

Conferences with parents or guardian are essential if the teacher is to understand the behavior of his students. These conferences help clarify the goals and expectations the parents or guardian have set for their children as well as allow the teacher to acquaint the parents or guardian with the goals of the program. It is recommended that a conference be held before entrance into the program and that the student be present. Subsequent conferences should be held at least once a quarter.

## 9.102.6 Materials and Techniques

The special education teacher should familiarize himself with new materials and techniques that are being used with success in the mentally retarded field. The teacher should also feel free to experiment with new ideas of his own.

## 9.102.7 Work Experience

The special education teacher should familiarize himself with potential job opportunities for his students. Contacts should be established with employers. Students should be placed on jobs which best suit their ability and the needs of the employer.

The teacher should also be aware of possible placements on campus that will provide work experience.

## 9.102.8 Job Supervision

Once a student has been placed on a job, the teacher should maintain contact with the employer to check the student's progress. This supervision is especially important during the first 48 hours of employment. In case of a change of management, immediate contact should be made with the new employer. Such follow-up is necessary if the student and the employer are to be mutually satisfied by the work experience.

### 9.102.9 DVR-Goodwill

The Department of Vocational Rehabilitation offers many services, ranging from medical care to job training, which are beneficial to the special education student. The teacher should be aware of eligibility requirements for DVR services.

The DVR will pay for job evaluation at Goodwill, a program that allows the student to explore many aspects of the work world.

All students should be processed through DVR whether or not the Department's services are used.

### 9.102.10 Field Trips

Field trips which allow the student to have new experiences should be arranged. These trips can have varied goals--social, vocational, educational, or the use of leisure time. All field trips must be first approved by the school principal and, three days before its scheduled date, by the Director of Exceptional Pupil Services.

### 9.102.11 Community Relations

The special education teacher should be aware of resources that the community can provide. Many businesses are willing to donate materials for projects. Some companies train students for jobs in conjunction with the Department of Vocational Rehabilitation.

### 9.102.12 Professional Improvement

Additional academic classes, classroom visitations, and conventions are just a few of the means the teacher can use to improve his teaching abilities. Release time should be available so that the teacher may participate in activities that take place during the school day.

Each teacher shall attend monthly District in-service training meetings, as well as general campus meetings at the direction of the Assistant Principal, Pupil Personnel Services.

## 9.110 Instructional Aide

In addition to the special education teaching staff of the EMR program, there will be an instructional aide. The instructional aide will carry out assignments as directed by the EMR staff. He will be responsible for drill instructions, for assisting students in work assignments, and for maintaining small group instructional activities.

The aide will assist the teacher in maintaining order within the classroom, but discipline shall be the responsibility of the teacher.

Under the direction of the special education teacher, the aide will assign duties and tasks to student aides working with individual students or small groups.

The instructional aide will attend departmental meetings and participate in curriculum and student evaluations.

# EXPECTANT MINORS PROGRAM (EM)

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## 10.00 EXPECTANT MINORS PROGRAM (EM)

### 10.10 Philosophy

Based on the philosophy that the needs of all young people must be met through the schools, a program for pregnant students has been authorized. It provides the opportunity for these students to continue their education with as little interruption as possible. The program provides an environment in which pregnant girls with mutual problems can have academic instruction, vocational guidance, counseling, and psychological and medical assistance directly related to their individual needs.

### 10.20 General Guidelines

The program of study for a student in an EM class shall conform as nearly as possible to that in which she was enrolled prior to her assignment to the class. (Title 5, Administrative Code, Section 3644)

Specific course objectives will be worked out by the EM teacher in cooperation with other members of the local school staff.

### 10.30 Specific Guidelines

The Expectant Minors Program is a self-contained class separated from regular day classes. (Title 5, Administrative Code, Section 3643.) Students must attend a minimum school day and will receive teaching services as needed from a full-time credentialed teacher. (Title 5, Administrative Code, Section 3610.) Supplementary teaching services may include instruction in prenatal and postnatal care, infant management, home economics skills, counseling, and vocational guidance. Use of community resources to provide supplementary learning experiences, counseling, guidance, and other services will be encouraged.

### 10.40 Eligibility of Minors for Admission - Discharge

Eligibility for admission to the EM program is based on a diagnosis of pregnancy made by a licensed physician and surgeon. (Title 5, Administrative Code, Section 3640, and Education Code Section 6802.) The District superintendent, or his delegate, is responsible for the assignment of an eligible student to the special class, based on a referral by the principal of the school attended by the student. The principal is responsible for notifying the parent or guardian of the intended referral, unless the parent or guardian cannot be located within a reasonable time and with reasonable effort. (Title 5, Administrative Code, Section 3641.) Discharge from the EM program depends upon the delivery date or upon the recommendation of a licensed physician and surgeon. Re-enrollment after delivery shall not extend beyond the end of the school semester during which delivery occurred, at which time the student shall be recommended for return to the regular campus. Continued enrollment beyond this date shall be on the written recommendation of a licensed physician and surgeon. (Title 5, Administrative Code, Section 3642.)

### 10.50 Guidelines for Program Planning for Individual Pupils

The curriculum is designed specifically to meet the particular needs of the students enrolled.

(1) Academic work will be assigned on an individual contract basis, and credit for a specific course will be given at any time that the work for a given contract is completed. Students are thus able to work at their own speed and ability level.

(2) Grading and promotion in the EM program shall conform to standards set up by the District for regular school programs.

(3) The academic program shall be supplemented by counseling and guidance, and instruction in the areas of prenatal care, postnatal care, infant management, family planning, and vocational guidance. (Title 5, Administrative Code, Section 3644.) Operational objectives in these areas are as follows:

  (a) To direct and guide the pregnant minor towards adequate medical care.

  (b) To provide instruction on prenatal care with emphasis on interpretation and importance of doctor's instructions.

  (c) To provide instruction on infant care, child growth, and development.

  (d) To make available information and procedures for contacting community agencies offering services to pregnant minors.

  (e) To provide vocational information, career planning, and vocational preparation.

  (f) To provide counseling and guidance to help the pregnant minor face the added responsibilities of parenthood, family life, and citizenship.

### 10.60 Maximum Class Load

The maximum class load for an EM teacher shall be 20 students.

### 10.70 Curriculum Content

#### 10.71 Academic Subjects

Students will continue to work toward District graduation requirements while enrolled in the EM program. They will be given instruction and materials which conform as nearly as possible to those in the regular classroom, thus enabling an easy transition both to and from the program. In addition, through individualized supervision and remedial courses, students who are below grade level will be able to work toward upgrading their basic skills.

#### 10.72 Supplementary Instruction

##### 10.72.1 Family Life

EM students will be given:

(1) Instruction on prenatal care which deals with conception, labor, and delivery so that they may be better able to understand the experiences they are having.

(2) Information on such medical problems as venereal disease, dangerous drugs, German measles, dental health, and miscarriage and information on adoption and legal services so that they will be better able to make decisions and obtain assistance when needed.

(3) Proper instruction so that they will be able to care for a newborn baby--its feeding, bathing, inoculations, weight control, teething, illnesses, and first aid needs.

(4) Proper instruction so that they may be able to understand and analyze the physical, social, and emotional development of a child.

(5) Practice with a hypothetical family--its values, needs, and resources--so that they will be able to plan a budget for their own family that will best utilize the resources available to them.

10.72.2 Home Economics

(1) Foods

EM students will:

(a) Define and write examples of the basic food groups, essential nutrients, and recommended daily allowances for use in future meal planning.

(b) Plan menus essential for a healthy, active girl; pregnant girl; nursing mother; a baby; and a small child.

(c) Prepare, serve, eat, and clean up after a simple lunch that is nutritionally adequate for a pregnant girl, correctly prepared according to recipes, attractively served, and in line with a given food budget.

(2) Clothing

The students will:

(a) Given a sewing machine, a spool of thread, and an empty bobbin, thread the machine so that it will sew properly.

(b) Construct simple garments such as maternity clothes and layette items.

(c) Demonstrate skills in grooming practices and care of their clothing.

(d) Choose proper undergarments and shoes for wearing while pregnant.

## 10.80 Teacher

### 10.81 Qualifications

(1) Standard designated, or general, teaching credential.

(2) Familiarity with the community and community resources that will aid the EM student in adapting to her particular problems.

### 10.82 Special Duties and Responsibilities

The EM teacher:

(1) Is responsible for working with individual students in order to stimulate the maximum learning possible.

(2) Shall work with other staff members (including program chairman, administrators, District psychologist, counselors, and school nurse) to facilitate the emotional, social, and educational growth of each student.

(3) Will initiate communication with other staff members to discuss general problems relating to EM students.

(4) Is responsible, working with the program chairman, for adhering to budget guidelines and District time schedules for ordering materials, and for seeing that proper care is given to equipment and materials available for the use of students and staff.

(5) Shall become familiar with all present and previous information available related to the EM students, such as case studies and psychological, educational, and medical data, in order to understand the particular problems of each student and to facilitate counseling and guidance.

(6) Shall attend staff meetings, District in-service meetings, and conventions offered by professional organizations for the purpose of implementing and improving the educational program for expectant minors.

(7) Is responsible for providing such current records and information about the program as may be requested by the District and administration.

# HOME/HOSPITAL INSTRUCTION MINORS PROGRAM (HHI)

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## 11.00 HOME HOSPITAL INSTRUCTION (HEREAFTER HHI)

### 11.10 Philosophy

A program for Home/Hospital Instruction is designed to provide in those situations in which a student is expected to be out of school for a period of more than four weeks because of a physical disability or because of inability to function in a school atmosphere due to severe emotional problems.

### 11.20 Eligibility of Students for Services

#### 11.21 Physically Handicapped

To be eligible for HHI, a student must be physically unable to attend regular school as a result of an orthopedic or other health impairment as diagnosed by a licensed physician and surgeon. (Education Code Sections 6802 and 6817; Title 5, Administrative Code, Section [illegible] (i).)

#### 11.22 Educationally Handicapped

Home/Hospital Instruction is provided for the student who is unable to function in a school setting as attested to by a psychiatrist or by a licensed physician and surgeon and who has been screened by the Admissions and Dismissal Committee. (Education Code Sections 7651 (d) and [illegible]; Title 5, Administrative Code, Section 3223.)

##### 11.22.1 Admissions and Dismissal Committee Membership

The Admissions and Dismissal Committee shall consist of the following: The Director of Exceptional Pupil Services, principal or assistant principal, school psychologist, teacher of special education, school nurse, and a consulting physician. No member shall serve in more than one capacity. The evaluation and recommendation may be made only by the members so designated.

#### 11.23 Restriction of Eligibility

Normally, students with a communicable disease will not be eligible for HHI.

#### 11.24 Board of Trustees Approval

Home/Hospital Instruction for eligible students shall be approved by the Board of Trustees

11.30 The Instructional Program

The main objective of Home/Hospital Instruction is to help the student maintain progress in school and to attempt to meet his graduation requirements. All subjects taught are limited to the physical facilities available. The requirements for physical education courses are waived.

11.40 Teaching Hours

(1) Full-time District teachers may begin Home/Hospital Instruction only after the end of the completion of their regular duty hours.

(2) Home/Hospital Instruction may be on any day except Sundays or school holidays. "No student shall be required to attend upon a home teaching program or home instruction on Saturday without the consent of his parent or guardian." (Education Code Section 6153.)

11.41 Physically Handicapped

A normal teaching day for home teaching students is one hour in which several subjects may be taught. The legal daily maximum is three hours. The total number of hours taught each week may not exceed the number of days taught in regular school that week. The total number of hours taught each school month may not exceed the number of days taught in regular school that month. (Education Code Section 11202.)

11.42 Educationally Handicapped

A student enrolled in Home/Hospital Instruction shall receive at least 300 minutes of individual instruction per week. Instruction of less than 300 minutes, but no less than 150 minutes of individual instruction per week, may be permitted when the Admissions and Dismissal Committee finds the student's health prevents a full 300 minutes. (Title 5, Administrative Code, Section 3223.)

11.50 Teacher Assignment

Any employed credentialed teacher may provide HHI teaching. In each assignment, the qualified and interested teachers from the student's campus shall be given first option.

11.60 Salary

The rate of pay for HHI is designated in the salary schedule. The pay is for actual teaching time and does not include transportation time, preparation time, or completion of any forms.

## 11.70 RESPONSIBILITY OF THE PARENT CONCERNING HOME INSTRUCTION

The parent or guardian of the student shall:

(1) Complete the "Request for Home Teaching" form (in triplicate) including the statement completed by the physician, and present it to the campus Administrator charged with the Home Teaching responsibility.

(2) Cooperate with the teacher in developing an instruction schedule and set a time when the student and the home will be available for instruction.

(3) Provide a suitable home situation, free of distractions, where the student and teacher can meet.

(4) Provide that an adult, in addition to the teacher, be continuously present in the home during the periods of instruction.

(5) Notify the school or teacher(s), in advance, when an instruction session must be cancelled or postponed.

(6) Notify the home teacher and school nurse when the physician releases the student for attendance at regular school.

(7) Upon completion of each teaching session, sign the accounting (time) card as presented by the teacher.

## 11.80 RESPONSIBILITY OF THE SCHOOL CONCERNING HOME INSTRUCTION

The campus administrator assigned responsibility for home instruction shall:

(1) Secure from the parent the completed "Request for Home Teaching" form in triplicate.

(2) Review along with the school nurse, the physician's certifying statement.

(3) Complete the school's portion of the "Request for Home Teaching" form before home instruction begins (indicating the teachers assigned, subjects, and the number of hours per week to be taught) and send all copies to the District Office of Pupil Welfare and Attendance for approval.

(4) Following approval, two copies shall be returned to the school (one copy shall be given to the parent and one copy retained in the school files) and home instruction shall begin.

(5) Provide each teacher assigned with a copy of the school calendar, a copy of the Policy, and an accounting (time) card marked with the school month for each student.

## 11.90 RESPONSIBILITY OF THE TEACHER CONCERNING HOME INSTRUCTION

The teacher assigned to home instruction shall:

(1) Procure textbooks for himself and the student, if necessary, from the textbook clerk at the school where the student is (or would be) registered.

(2) Establish with the parent an instruction schedule and set a time when the student and the home will be available for instruction. Call the parent the day of the scheduled instruction to re-confirm appointment. (If a schedule has been set, the teacher has re-confirmed the appointment, and no one is home at the time the teacher is scheduled to be there, the teacher shall report the incident to his supervisor the next school day. The teacher shall be credited with one hour of home instruction as verified by the supervisor.)

(3) Provide home instruction only when another adult is present continuously in the home.

(4) Make certain that the student receives not more than three hours of instruction in one day nor more than five hours in one week, regardless of the number of instructors assigned to the student.

(5) Complete an accounting (time) card for each school month. Each accounting (time) card should include the following information:

   (a) Dates of instruction sessions.

   (b) Duration of each session (actual teaching time) in full hours or in one-half hour fractions.

   (c) Signature of instructor and of the adult(s) present during the session(s). (Since the card is an accounting record, it should have the adult's and the teacher's signatures verifying the time.)

   (d) Submit the accounting (time) card to the campus attendance office no later than the Tuesday following the close of the school month. (Refer to the school calendar. Accounting (time) cards not turned in on schedule may be presented at the next reporting period.)

   (e) At the end of the home instruction assignment, or grading period, submit grades to the school office responsible for them.

## 11.100 RESPONSIBILITY OF THE HOSPITAL ADMINISTRATION/PERSONNEL CONCERNING HOSPITAL INSTRUCTION

The hospital administration/personnel shall:

(1) Have the parent or guardian sign the "Request for Hospital Instruction" form (in quadruplicate) which includes a section to be completed by the physician and present it to the teacher who will submit it to the District Office of Pupil Welfare and Attendance.

(2) Cooperate with the teacher in developing an instruction schedule and set a time when the student and the hospital will be available for instruction.

(3) Provide a suitable hospital situation, free of distractions, where the student and teacher can meet.

(4) Notify the teacher(s), in advance, when an instruction session must be cancelled or postponed.

(5) Notify the teacher when the physician releases the student to attend regular school.

## 11.110 RESPONSIBILITY OF THE TEACHER CONCERNING HOSPITAL INSTRUCTION

The teacher assigned to hospital instruction shall:

(1) Submit the "Request for Hospital Instruction" form which has been signed by the parent or guardian and the physician to the District Office of Pupil Welfare and Attendance.

(2) Procure textbooks for himself and the student, if necessary, from the textbook clerk at the school where the student is (or would be) registered.

(3) Establish with the hospital administration/personnel an instruction schedule and set a time when the student and the hospital will be available for instruction. Call the hospital the day of the scheduled instruction to re-confirm the appointment.

(4) Complete an accounting (time) card for each school month. Each accounting (time) card should include the following information:

(a) Dates of instruction sessions.

(b) Duration of each session (actual teaching time) in full hours or in one-half hour fractions.

(c) Submit the accounting (time) card to the campus attendance office no later than the Tuesday following the close of the school month. (Refer to the school calendar. Accounting (time) cards not turned in on schedule may be presented at the next reporting period.)

(5) When a student is released from the hospital, the teacher will:

  (a) Complete a withdrawal form and submit it to the District Office of Pupil Welfare and Attendance.

  (b) Complete a letter to the school of residence, giving the length of time the student was enrolled in the program, the number of units/credits earned, and any other pertinent information concerning the student.

  (c) Submit a copy of the letter outlined in (b) above to the Director of Exceptional Pupil Services.

# MULTIHANDICAPPED MINORS PROGRAM (MH)

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## 12.00 MULTIHANDICAPPED MINORS PROGRAM (MH)

### 12.10 Philosophy

The Multihandicapped program is an articulated one for those students whose physical ability may limit their adjustment to the physical demands of the regular campus. Troy High School of the Fullerton Union High School District was designed with special facilities to accommodate wheel chairs and other specialized devices.

While they have their own classroom, some multihandicapped students will attend the classes for the orthopedically handicapped and/or the trainable mentally retarded for certain periods of time, as they show growth.

The MH program provides instruction in a basic content course, vocational evaluations, social adjustment, and counseling in all areas of the individual's development.

### 12.20 Broad Program Objectives

As a result of a diagnostic work-up and based upon clinical observations from teachers, multihandicapped students will be provided a habilitative program of prescriptive methods utilizing measurable behavioral objectives.

### 12.30 Eligibility of Minors for Admission

A student may be considered for placement in the program for the multihandicapped if a licensed physician finds in his diagnosis that the student has a combination of any of the following:

(1) Educationally handicapped minors as defined in Education Code Section 6750.

(2) Mentally retarded minors as defined in Education Code Sections 6901 and 6902.

(3) Severely mentally retarded minors as defined in Education Code Sections 6901 and 6903.

(4) Physically Handicapped minors as defined in Education Code Sections 6801 and 6802.

### 12.40 Admissions and Dismissal Committee

#### 12.41 Membership

The Admissions and Dismissal Committee shall consist of the following: the Director of Exceptional Pupil Services, principal or assistant principal, licensed physician, school nurse, school psychologist, and MH teachers.

### 12.42 Guidelines for Recommendations

#### 12.42.1 Assessment and Evaluation

Assessment and evaluation will be made on the basis of review of medical, psychological, and educational records, as well as teacher and psychologist evaluation of the student's academic, physical, and social adjustment to the program.

#### 12.42.2 Factors in Determining Placement

The Admissions and Dismissal Committee shall make a decision as to placement in the program based on (1) the student's eligibility as determined by his multihandicapping conditions and (2) his ability to adapt to the school program and profit from instruction. Although normal academic potential is not necessarily a requirement for placement, the student must be able to respond to some form of instructional techniques available to him in the MH program.

## 12.50 Placement of Minors in the MH Program

### 12.51 Guidelines

Placement in the program shall be determined by the Admissions and Dismissal Committee. Medical, psychological, and educational records shall be reviewed, and consideration will be given to recommendations from previous schools or institutions. All enrollments shall be made on a diagnostic trial basis, with a period for assessment and evaluation prior to the Admissions and Dismissal Committee decision.

### 12.52 Conference with Parents or Guardian

A conference with the parents or guardian will be required before the student's enrollment. In order to have the student considered for the MH program, the parents or guardian will be expected to complete an application form and provide necessary medical data and other information pertinent to the student's adjustment. A current medical report on his physical condition will be requested if records contain no evaluation within the previous year.

### 12.53 Inappropriate Placement

If the Admissions and Dismissal Committee determines that placement in the MH program is not appropriate for a particular student, a conference with the parents or guardian will be held to discuss the reasons for the Committee decision. The case will be referred to the Orange County Office of Special Education for review and placement.

## 12.60 Guidelines for Program Planning for Individual Students

### 12.61 Developing Specific Educational Objectives for Each Student

(1) The objective for each student in the MH program will be diagnostic and prescriptive in nature.

(2) The prescriptions will be objectively stated and will aid in developing the student's potential in the cognitive skills of speaking, writing, reading, listening, and computing.

(3) The prescription will, in the affective area, develop acceptance of self, reinforcement of ego strengths, and increase awareness of the student's environment.

### 12.62 Results of Specific Educational Objectives

(1) Each student will improve, within his limitations, his individual skills of reading, writing, listening, computing, spelling, and speaking.

(2) Each student will develop, maintain, and improve his mental and physical health.

### 12.63 Participation in Remedial Physical Education Program

An MH student will participate in Remedial Physical Education as prescribed by his own physician with the approval of the Admissions and Dismissal Committee.

## 12.70 Coordination with Other School Programs

(1) MH students will participate, within their capabilities, in other school programs such as, but not limited to, OH and TMR.

(2) MH students shall be encouraged to participate in extra-curricular activities.

## 12.80 The Instructional Program

### 12.81 Curriculum

The curriculum shall be designed specifically to meet the individual needs of the MH student in the following areas:

#### 12.81.1 Accumulation of Knowledge

(1) Develop a general education background in oral and written English, in the use of numbers, natural sciences, reading, mathematics, and social sciences.

(2) Develop a fund of information and concepts.

(3) Develop special interests and abilities.

### 12.81.2 Skill to Acquire and Transmit Knowledge

(1) Develop communicative skills and the abilities to communicate ideas effectively.

(2) Develop skills in oral and written English, and mathematics.

(3) Develop skills to communicate ideas and feelings effectively.

### 12.81.3 Skill to Use and Evaluate Knowledge

(1) Develop ability to evaluate constructively and creatively.

(2) Develop ability to use deductive methods for daily living and reasoning.

(3) Develop quantitative reasoning.

(4) Develop analytical methodology and logic.

(5) Develop thought processes rather than abilities for rote memorization.

### 12.81.4 Desire for Knowledge and Continuing Education

(1) Develop intellectual curiosity and eagerness for lifelong learning.

(2) Develop a positive attitude toward learning.

(3) Develop a positive attitude toward continuing independent education.

### 12.81.5 Adaptability

(1) Develop problem solving competence.

(2) Develop the ability to adjust to a changing environment.

(3) Develop an awareness of the expanding environment and develop abilities to cope with resulting problems.

(4) Develop understanding of the past, identity with the present, and competence to meet the future.

(5) Develop flexibility and appropriate attitudes toward change.

(6) Develop ability to adjust to the changing demands of society.

12.81.6 Peer Relationships

(1) Develop appreciation and respect for the work and dignity of individuals.

(2) Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.

(3) Develop a cooperative attitude toward living and working with others.

(4) Develop a cooperative attitude in daily relations with others.

(5) Develop a sense of honor and respect for self and others.

(6) Develop an awareness of the processes of individual relationships.

12.81.7 Physical Health and Safety

(1) Develop an understanding of good physical health and well being.

(2) Establish sound personal health habits.

(3) Foster correct health habits and health information.

(4) Establish an effective individual physical fitness program.

(5) Develop a concern for public health and safety.

12.81.8 Mental Health

(1) Develop a feeling of student pride in his achievements and progress.

(2) Develop self-understanding and self-awareness.

(3) Develop the student's feeling of positive self-worth, security, and self-assurance.

(4) Develop an understanding of the importance of mental health and the importance of physical and mental well being.

#### 12.81.9 Character Development

(1) Develop moral responsibility and a sound ethical and moral structure.

(2) Develop an understanding of moral behavior.

(3) Develop the student's capacity to discipline himself to work, study, and play constructively.

(4) Develop a moral and ethical sense of values, goals, and processes of free society.

(5) Develop standards of personal character and ideas.

#### 12.81.10 Avocational and Leisure

(1) Develop ability to use leisure time productively.

(2) Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual, and creative.

(3) Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

(4) Develop ability for constructive avocational pursuits.

### 12.82 Home and Hospital Instruction

A program of individualized instruction in the home or hospital will be offered to students who are unable to attend classes because of their handicaps. (Education Code Section 6802.1)

## 12.90 Evaluation and Re-Evaluation

### 12.91 Formal Evaluation

Students will be evaluated formally at least, but not limited to, once each year. The evaluation will include:

(1) The evaluation will measure individual student growth, development, and achievement utilizing criterion related materials extracted from the student's individually prescribed program which is stated in performance and/or behavioral terms.

(2) A chart or log of the student's individual achievement data in time/skill increments.

(3) Each teacher and teacher aide will evaluate student success and will communicate the student's needs and abilities to parents utilizing data collected.

(4) The rationale for failure of stated behavioral objectives.

### 12.92 Evaluation Process

Each student will be evaluated through, but not limited to, the following methods:

(1) Pre and post-video tapes of each individual.

(2) Parent evaluation questionnaire of student's progress in the home.

(3) Evaluation of developmental graphs and charts which will be maintained for each student, indicating behavioral objectives and measure of progress.

(4) Pre and post-tests for academic potential.

### 12.100 Maximum Class Load

The maximum number of students assigned to an MH teacher shall be eight.

### 12.110 Transportation

Bus transportation will be provided for students in the program. (Education Code Sections 6807 and 18060) The District will transport students to and from school by contract with a local carrier.

### 12.120 Students on Medication

If it is necessary for a student to receive medication during the school hours, both a "Parent Request" and a "Physician Request" form must be completed. (District Rules and Regulations 4822.1)

### 12.130 MH Teacher

#### 12.131 Qualifications

It is recommended that the teacher hold a special credential in the area of the Exceptional Child. At the present time the law states: "On and after September 1, 1975, no person shall be employed to teach multi-handicapped minors as defined in Section 6802 who does not hold a valid credential to teach exceptional children." (Education Code Section 6820.2)

#### 12.132 Special Duties and Responsibilities

(1) Each MH teacher is responsible for working with the individual student in order to provide him with the maximum learning of which he is capable.

(2) Each MH teacher shall work with other staff members (including lead teacher, administrators, District psychologist, and regular staff members) to facilitate the emotional, social, and educational growth of each student.

(3) The MH teacher will initiate communication with lead teacher, District psychologist, school nurse, administrators, parents, and regular staff members to discuss problems related to MH students.

(4) Each MH teacher is responsible, working with the lead teacher, for adhering to budget guidelines and District time schedules for ordering materials, and for the care of equipment and materials available for the use of the students and staff.

(5) Each teacher, working with the lead teacher, will be responsible for seeing that instructional aides are aware of the duties they are to perform. A close intrastaff relationship is the responsibility of each teacher working within the MH program.

(6) The MH teacher shall become familiar with all present and previous information available on each student, such as the case study and psychological, educational, and medical data, in order to understand the disabilities and capabilities of each student.

(7) Each MH teacher is responsible for completing annual progress reports for the student's district of residence and such current records and information as are requested by the Fullerton Union High School District and the administration.

(8) The MH teacher shall attend staff meetings, District inservice meetings, and conventions offered by professional organizations for the purpose of implementing the education of MH students.

## 12.140 Instructional Aide

### 12.141 Duties and Responsibilities

(1) Aides will be responsible for physical management of students, i.e. feeding, lifting, etc.

(2) Aides will be responsible for clerical work directly involving the functioning of the program.

(3) Aides may be called upon by MH teachers for assistance in the classroom.

(4) Aides will not be asked, or expected, to assume classroom teaching responsibilities.

(5) Aides may be asked to perform additional duties commensurate with the smooth functioning of the program.

## 12.150 Confidential Files

MH teachers are expected to respect the confidential nature of information related to handicapped students and treat such information in a professionally confidential manner.

### 12.151 District Files

Confidential files are available to the MH teacher at the District Office. All requests for confidential information shall be directed to the Director of Exceptional Pupil Services for action.

### 12.152 School Files

Confidential data received by the school will be retained and secured by an Assistant Principal on each campus responsible for special education. At no time will information be released without the prior authorization of the parent and the Director of Exceptional Pupil Services.

# ORTHOPEDICALLY HANDICAPPED AND
# OTHER HEALTH IMPAIRED MINORS PROGRAM (OH)

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## 13.00 ORTHOPEDICALLY HANDICAPPED AND OTHER HEALTH IMPAIRED MINORS PROGRAM (OH)

### 13.10 Philosophy

The Orthopedically Handicapped and Other Health Impaired Minors program is an articulated one for those pupils whose physical ability may limit their adjustment to the physical demands of the regular campus. Troy High School of the Fullerton Union High School District was designed with special facilities to accommodate wheel chairs and other orthopedic devices.

While they have their own classroom (a resource center), most OH students attend some, if not all, regular classes. The Orthopedically Handicapped class is staffed by teacher specialists, who instruct in all areas of the curriculum, and a teacher aide.

The OH program provides instruction in a basic content course, vocational evaluations, social adjustment, and counseling in all areas of the individual's development.

### 13.20 Broad Program Objectives

Students with orthopedic handicaps and other health impairments are provided a program with such modifications in the regular educational program and facilities as may be necessary to enable these students to receive maximum benefit from instruction in as normal a setting as possible.

### 13.30 Eligibility of Minors for Admission

(1) The District provides services for all orthopedically handicapped and other health impaired students of high school age in the North Orange County area.

(2) A student may be considered for placement in the program for students with orthopedic or other health impairment if a licensed physician finds in his diagnosis that the student has a serious impairment of his locomotion or motor function and that the impairment was caused by crippling due to one of the following:

(a) Cerebral palsy

(b) Poliomyelitis

(c) Infection, such as bone and joint tuberculosis and osteomyelitis

(d) Birth injury, such as Erb's palsy or fractures

(e) Congenital anomalies, such as congenital amputation, clubfoot, congenital dislocations, or spina bifida

(f) Trauma, such as amputations, burns or fractures

(g) Tumors, such as bone tumors, or bone cysts

(h) Developmental diseases, such as coxaplana or spinal osteochondritis

(i) Other health conditions, such as fragile bones, muscular atrophy, muscular dystrophy, Perthes' disease, hemophilia, uncontrolled epilepsy, or severe cardiac impairment

(3) A student may also be considered for OH placement if he has been diagnosed by a licensed physician as having serious impairment of locomotion due to some other cause which makes him eligible to receive special transportation, or if he has a physical illness or physical condition which makes attendance in regular day classes impossible or inadvisable. (Title 5, Administrative Code, Section 191.3)

## 13.40 Admissions and Dismissal Committee

### 13.41 Membership

The Admissions and Dismissal Committee shall consist of the following: the Director of Exceptional Pupil Services, principal or assistant principal, licensed physician, school nurse, school psychologist, and OH teachers.

### 13.42 Guidelines for Recommendations

#### 13.42.1 Assessment and Evaluation

Assessment and evaluation will be made on the basis of review of medical, psychological, and educational records, as well as teacher and psychologist evaluation of the student's academic, physical, and social adjustment to the program.

#### 13.42.2 Factors In Determining Placement

The Admissions and Dismissal Committee shall make a decision as to placement in the program based on (1) the student's eligibility as determined by his physically handicapping condition and (2) his ability to adapt to the school program and profit from instruction. Although normal academic potential is not necessarily a requirement for placement, the student must be able to respond to some form of instructional techniques available to him in the OH program.

## 13.50 Placement of Minors in OH Program

### 13.51 Guidelines

Placement in the program shall be determined by the Admissions and Dismissal Committee. Medical, psychological, and educational records shall be reviewed, and consideration will be given to recommendations from previous schools or institutions.

All enrollments shall be made on a diagnostic trial basis, with a period for assessment and evaluation prior to the Admissions and Dismissal Committee decision.

### 13.52 Conference With Parents or Guardian

A conference with the parents or guardian will be required before the student's enrollment. In order to have the student considered for the OH program, the parents or guardian will be expected to complete an application form and provide necessary medical data and other information pertinent to the student's adjustment. A current medical report on his physical condition will be requested if records contain no evaluation within the previous year.

### 13.53 Inappropriate Placement

If the Admissions and Dismissal Committee determines that placement in the OH program is not appropriate for a particular student, a conference with the parents or guardian will be held to discuss the reasons for the Committee decision. The case will be referred to the Orange County Office of Special Education for review and placement.

## 13.60 Guidelines for Program Planning for Individual Pupils

### 13.61 Developing Specific Educational Objectives for Each Pupil

(1) The curriculum shall be aimed at vocational, social, and physical competence, leading to ultimate economic and emotional independence.

(2) Opportunities for work experience and on-the-job training will be provided when deemed appropriate.

(3) Opportunities for occupational training aimed at realistic vocational competence will be provided.

### 13.62 Amelioration of Learning and Behavioral Problems

Amelioration of learning and behavioral problems as determined for each student is emphasized by specialized instruction in the areas of disability.

### 13.63 Participation in Remedial Physical Education Program

An OH student will participate in a Remedial Physical Education Program as prescribed by his own physician in conference with the Admissions and Dismissal Committee.

## 13.70 Coordination With Regular School Program

(1) OH students enrolled in regular classes will be expected to meet the curriculum standards of those classes and will receive grades commensurate with their levels of proficiency.

(2) OH students will participate in the regular instructional program to the fullest extent of their capabilities, with continuing counseling and guidance within the OH program to provide assistance and appropriate course selection.

(3) OH students shall be encouraged to participate in extracurricular activities.

(4) Continuing communication will be maintained between the OH program staff and the regular classroom teachers in order to provide for special needs as they arise.

## 13.80 The Instructional Program

### 13.81 Curriculum

The curriculum is designed specifically to meet the particular needs of the OH students who are not in the regular academic program.

(1) Whenever possible, the student shall pursue the same school subjects as those provided for the non-handicapped students within the school.

(2) Adjustments and adaptations will be made in the curriculum to accommodate the physical and mental limitations and disabilities of each student.

(3) Adaptations in methodology will be made to accommodate the students' learning styles and patterns.

### 13.81.1 Integrated Program

An integrated program of instruction is provided for physically handicapped students who are able to receive their education in regular classroom instruction.

### 13.81.2 Supplementary Teaching Services

OH students receive supplementary teaching services as needed from a full-time special teacher possessing a valid credential to teach orthopedically handicapped children. Supplementary teaching services may include instruction in appropriate tool skills, the provision of special materials, the use of appropriate special equipment, and counseling and vocational guidance necessary to enable the students to benefit fully from their instruction.

### 13.81.3 Self-Contained Class

A self-contained class is offered for students who are precluded by their physical and/or educational impairments from participating in the regular program of classroom instruction. These students spend at least three-fourths of the minimum school day in classes within the OH unit. (Title 5, Administrative Code, Section 191.4, and Education Code Section 18102.4)

### 13.82 Curriculum Objectives

Course titles for the OH curriculum are intended to serve as a guide for the special education teachers, not as a structure for course content. Specific course objectives will be worked out by the OH teachers, the Director of Exceptional Pupil Services, the District psychologist, and other members of the local school staff.

### 13.83 Adaptations in Methodology

Some adaptations of instructional techniques and academic requirements may be necessary to meet the special needs of physically handicapped students. Modifications of the regular program will be made in cooperation with the OH teacher who will make supplementary teaching and facilities available as needed.

### 13.84 Grading and Promotion of Students

Grading of classes taken within the OH unit shall be in terms of success in the special education curriculum. Programs will be individualized and adapted to each individual student's needs, with Credit-No Credit being used whenever practical.

### 13.85 Home and Hospital Instruction

A program of individualized instruction in the home or hospital will be offered to students who are unable to attend classes because of their handicaps. (Education Code Section 6802.1)

### 13.90 Re-Evaluation, Transfer, and Discharge

The Admissions and Dismissal Committee shall review placement annually and may review placement at any time at the request of the parent or guardian or of school personnel.

### 13.100 Maximum Class Load

The maximum number of students assigned to an OH teacher shall be 16.

### 13.110 Transportation

Bus transportation will be provided for students in the program. (Education Code Section 6807.) The District will transport students to and from school by contract with a local carrier.

### 13.120 Students on Medication

If it is necessary for a student to receive medication during the school

Exceptional Child with specialization in the Orthopedically Handicapped including cerebral palsy.

13.132 Special Duties and Responsibilities

(1) Each OH teacher is responsible for working with the individual student in order to provide him with the maximum learning of which he is capable.

(2) Each OH teacher shall work with other staff members (including lead teacher, administrators, District psychologist, and regular staff members) to facilitate the emotional, social, and educational growth of each student.

(3) The OH teacher will initiate communication with lead teacher, District psychologist, school nurse, administrators, parents, and regular staff members to discuss problems related to OH students.

(4) Each OH teacher is responsible, working with the lead teacher, for adhering to budget guidelines and District time schedules for ordering materials, and for the care of equipment and materials available for the use of the students and staff.

(5) Each teacher, working with the lead teacher, will be responsible for seeing that instructional aides are aware of the duties they are to perform. A close intra-staff relationship is the responsibility of each teacher working within the OH program.

(6) The OH teacher shall become familiar with all present and previous information available on each student, such as the case study and psychological, educational, and medical data, in order to understand the disabilities and capabilities of each student.

(7) Each OH teacher is responsible for completing annual progress reports for the student's district of residence and such current records and information as are requested by the Fullerton Union High School District and the administration.

(8) The OH teacher shall attend staff meetings, District in service meetings, and conventions offered by professional organizations for the purpose of implementing the education of OH students.

## 13.140 Instructional Aide

### 13.141 Duties and Responsibilities

(1) Aides will be responsible for physical management of students, i.e., feeding, bathrooming, lifting, etc.

(2) Aides will be responsible for clerical work directly involving the functioning of the program.

(3) Aides may be called upon by OH teachers for assistance in the classroom.

(4) Aides will not be asked, or expected, to assume classroom teaching responsibilities.

(5) Aides may be asked to perform additional duties commensurate with the smooth functioning of the program.

## 13.150 Confidential Files

OH teachers are expected to respect the confidential nature of information related to handicapped students and treat such information in a professionally confidential manner.

### 13.151 District Files

Confidential files are available to the OH teacher at the District office. All requests for confidential information shall be directed to the Director of Exceptional Pupil Services for action.

### 13.152 School Files

Confidential data received by the school will be retained and secured by an Assistant Principal on each campus responsible for special education. At no time will information be released without the prior authorization of the parent and the Director of Exceptional Pupil Services.

# REMEDIAL PHYSICAL EDUCATION PROGRAM FOR PHYSICALLY HANDICAPPED MINORS (RPE)

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## 14.00 REMEDIAL PHYSICAL EDUCATION PROGRAM FOR PHYSICALLY HANDICAPPED MINORS (RPE)

### 14.10 Philosophy

The Remedial Physical Education program (RPE) is designed for the severely handicapped student who is unable to participate in regular or in modified physical education class activities. Each student placed in the class is afforded an individualized physical education program based upon (1) the nature and extent of the handicapping condition and (2) medical recommendations for appropriate activities. Students with severe or chronic disabling conditions may require placement in the program throughout their high school careers.

### 14.20 Broad Program Objective

The RPE program is designed to provide therapeutic learning experiences to develop each student's physical capacity to the greatest extent his handicap will allow.

### 14.30 Eligibility of Minors for Admission

#### 14.31 Handicapping Disability

(1) A student shall be eligible for assignment to instruction in RPE if, upon diagnosis by a licensed physician or surgeon, he is found to have one or more of the following conditions:

- (a) Serious impairment of locomotion
- (b) Severe sensory impairment
- (c) Severe cardio-vascular, respiratory, or glandular condition.
- (d) Severe postural difficulties
- (e) Other severe disabling physical conditions

(2) The handicapping condition must warrant assignment of the student to the program for at least six weeks. (Administrative Code, Title 5, Section 3630)

### 14.40 Admissions and Dismissal Committee

#### 14.41 Membership

The Admissions and Dismissal Committee shall be composed of the following: the Director of Exceptional Pupil Services; principal or assistant principal; physician and surgeon (who may be a school physician); physical education teacher; and school nurse or health coordinator.

#### 14.42 Guidelines for [illegible]

Enrollment in the program shall be determined by the Admissions and Dismissal Committee. The Committee shall consider all the information, evaluative data, and diagnoses of health conditions pertaining to each student.

#### 14.43 Procedures

##### 14.43.1 Previous Placement in RPE Program

A student may transfer from an RPE program in one school of the District to another subject only to available space in the class. A student who has previously been placed in an RPE class in another district may be admitted provisionally to the program in the Fullerton Union High School District by request of the school nurse and the assistant principal pending Admissions and Dismissal Committee action.

### 14.50 Placement of Minors in RPE Program

#### 14.51 Screening and Referral

Request for assignment to the RPE program shall be made through the school nurse who will forward to the attending physician required evaluation forms. Careful consideration will be given to requests of the attending physician for RPE placement; however, placement decisions can be made only by the Admissions and Dismissal Committee. (See 14.42)

#### 14.52 Responsibility for Assignment of Student

All enrollment in or removal from an RPE class shall be determined by the Admissions and Dismissal Committee. (Administrative Code, Title 5, Section 3632)

### 14.60 Guidelines for Program Planning for Individual Students

An individualized prescriptive program shall be developed for each student by the Admissions and Dismissal Committee. The prescription will be based upon the student's abilities and upon the condition requiring placement in RPE.

### 14.70 Re-Evaluation, Transfer, and Discharge

#### 14.71 Annual Review and Recommendations by Admissions and Dismissal Committee

Continued placement in the RPE program shall be subject to annual review and recommendations by the Admissions and Dismissal Committee. Progress shall be evaluated and appropriate modifications will be made in programs for individual students.

### 14.72 Written Evaluations by RPE Teacher

The RPE teacher shall submit to the Admissions and Dismissal Committee a written evaluation annually on each continuing student assigned to his class specifying progress in the program and recommendations for the following year. Written evaluations shall also be submitted when a change in class assignment is contemplated for any RPE student.

Placement may be re-evaluated at any time at the request of the teacher, nurse, or physician.

### 14.73 Return to Regular School Program

A student may be returned to the regular physical education program at any time during the school year upon recommendation of the Admissions and Dismissal Committee.

## 14.80 The Instructional Program

### 14.81 Curriculum Guidelines

The curriculum shall be individualized and prescriptive in nature in order to provide the optimal level of physical well-being. The curriculum shall allow for limitations of the handicapping conditions.

### 14.82 Curriculum Content

The following suggested activities may be used where appropriate in RPE classes:

#### 14.82.1 Exercises and Activities, Both Group and Individual

(1) To produce efficient locomotion and coordinated body movement.

(2) To correct deviations in or maintain posture.

(3) To improve muscle strength.

(4) To provide rest and relaxation.

(5) To provide flexibility of movement and balance.

(6) To provide a feeling of well-being and enjoyment from physical activity.

#### 14.82.2 Rhythms and Dance Adapted to the Ability of Each Individual

(1) Basic rhythms using locomotor and axial movements, with opportunity provided for creative experience.

(2) Folk, square, and social dancing.

#### 14.82.3 Relays

#### 14.82.4 Team Sport Skills and Games

(1) Basketball goal shooting and selected lead-up games.

(2) Volleyball serving, volleying over the net, and variations of official game.

(3) Softball pitching and throwing, playing hit-pin, softball with plastic bat and ball.

(4) Sacket.

#### 14.82.5 Aquatics as an Adapted Class Activity or as a Member of Regular Aquatic Class

#### 14.82.6 Individual Sports

(1) Archery.

(2) Badminton.

(3) Trampoline.

### 14.83 Grading and Promotion of Students

Progress and achievement will be evaluated individually in terms of increased functioning capacity.

## 14.90 Maximum Class Load

No more than 20 students shall be enrolled under the instruction of one teacher in any one physical education period. (Education Code Section 6802.2)

## 14.100 PE Department Chairman

### 14.101 Special Duties and Responsibilities

The physical education department chairman should provide leadership for the RPE program by:

(1) Assuming responsibility for budget, inventory, and equipment.

(2) Recommending qualified teachers to the administration.

(3) Providing the best possible use of physical education facilities on campus.

(4) Exploring all available possibilities for improving the facilities in order to provide an adequate teaching station for RPE classes.

(5) Attending Admissions and Dismissal Committee meetings which will be scheduled, if at all possible, to permit attendance by PE department chairmen.

## 14.110 RPE Teacher

### 14.111 Qualifications

The teacher of a Remedial Physical Education class shall be a qualified physical education teacher with special interest and training in the adaptation of physical activity to individual needs.

### 14.112 Special Duties and Responsibilities

(1) The RPE teacher shall be expected to implement the individual prescriptive programs developed at the Admissions and Dismissal Committee meetings. Any unexpected difficulties in implementing the program prescribed for a particular student should be referred to the appropriate resource person (physician, nurse, psychologist) immediately.

(2) The teacher must challenge the student to perform his best in physical education activities, but he must not be pushed beyond his individual limitations.

(3) The RPE teacher or a representative must be in attendance at the Admissions and Dismissal Committee meetings.

(4) The teacher shall be responsible for evaluating student progress.

# TRAINABLE MENTALLY RETARDED MINORS PROGRAM (TMR)

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## 15.00 TRAINABLE MENTALLY RETARDED [illegible]

### 15.10 Philosophy

The program provides trainable mentally retarded students the opportunity to have concrete experience planning, preparing, and participating in an educational and a social activity.

### 15.20 Broad Program Objectives

It is the objective of the TMR program:

(1) To train the student in functional skills and self-care techniques within the limits of the student's abilities.

(2) To develop the student's capabilities to improve his self-acceptance, his social adjustment, and his economic usefulness.

### 15.30 Eligibility of Minors for Admission

#### 15.31 Minimum Age

A student must be high school age (14 years, 9 months).

#### 15.32 Maximum Age

A student may remain in the program until his 21st birthday.

### 15.40 Guidelines for Individual Evaluation of Students

#### 15.41 Written Permission for Psychological Evaluation

Written permission for the individual psychological evaluation shall be secured in a conference with a school official, teacher, or psychologist and the parent or guardian. Permission documents for individual psychological evaluation, and placement, shall be written in English and in the home language of the parent or guardian.

During the conference the following information should be given to the parent or guardian:

(1) Explanation of the reasons for the referral.

(2) Explanation of the psychological evaluation and the possible types of tests to be administered.

(3) Explanation of the use of confidential information, i.e. who will have access to the psychological evaluation, etc.

## 15.42 Individual Case Study (Psycho Educational Study)

No student may be placed in a special education program for the mentally retarded unless a complete psychological examination by a credentialed school psychologist investigating such factors as developmental history, cultural background, and school achievement substantiates the retarded intellectual development indicated by the individual test scores. This examination shall include estimates of adaptive behavior. (Education Code Section 6902.085)

The case study should include, but not be limited to, the following:

### 15.42.1 Educational History and School Achievement

(1) Teacher's statements concerning work habits, learning strengths and weaknesses, student's successes and failures, successful and unsuccessful teaching techniques, and adaptability to the school environment.

(2) Records of communicating skills.

(3) Records of any previous special help programs.

### 15.42.2 Psychometric Assessment

(1) The student shall be given verbal or non-verbal individual intelligence tests in the primary home language in which he is most fluent. Such tests shall be selected from a list approved by the State Board of Education. (Education Code Section 6902.07)

Whenever persons other than credentialed school personnel are used as interpreters, written parental or guardian approval should be obtained. Any person acting as an interpreter shall provide the District with written affirmation that he will respect the confidentiality of any communication which may transpire as a part of his role as interpreter.

(2) The program expectancies being placed on the student at the present time must be identified and evaluated.

(3) The psychologist may employ other instruments for the assessment of perceptual, psycho-motor, social emotional, and language development.

### 15.42.3 Social, Economic, and Cultural Background

The case study shall include estimates of adaptive behavior. Adaptability testing shall include, but is not limited to, a visit, with the consent of the parent or guardian, to the student's home by the school psychologist. If the language spoken in the home is other than English, such interviews shall be conducted in the language of the home.

### 15.42.4 Developmental History

A developmental history of each student should be gathered during conferences with the parent or guardian to determine if there exist inadequacies of development.

### 15.42.5 Peer Relationships

A study of the student's present peer, classroom, and home relationships should be made to determine if there exist inadequacies of development.

### 15.42.6 Health History

A report of the health and physical condition of the student should include the results of any recent physical examinations. The results of visual and auditory tests shall be included and shall have been administered within the preceding twelve-month period.

### 15.42.7 Psychological Adjustment

The student's overall adjustment and his self-concept, level of awareness, and preference patterns should be included.

### 15.42.8 Other Pertinent Information

The case study should include other pertinent information that would contribute to the recommendations by the Admissions and Dismissal Committee.

After the individual psychological evaluation is completed, the psychologist shall confer with the parent or guardian regarding the recommendations to the Admissions and Dismissal Committee.

The Committee should consider for TMR placement students whose psychological examination substantiates retarded intellectual development.

## 15.50 Admissions and Dismissal Committee

### 15.51 Membership

The Admissions and Dismissal Committee shall be composed of the Director of Exceptional Pupil Services, teacher, school nurse or social worker, school psychologist, principal or assistant principal, and a licensed physician. (Education Code 6902.05 to 6913 inclusive)

### 15.52 Guidelines for Recommendations

The Admissions and Dismissal Committee shall:

(1) Carefully analyze and consider each student's complete case study.

(2) Recommend the best possible educational placement available within the District.

(3) Make recommendations for particular teaching techniques, methods, or services appropriate to meet the student's needs.

(4) Prepare a written report to include:

  (a) The assets and handicaps of the student relative to his educational needs. .

  (b) Ability of the student to profit from TMR placement, plus any specific recommendations concerning methods or services.

  (c) The Committee's decision regarding eligibility for placement in the TMR program.

  (d) Names and titles of Committee members.

## 15.60 Placement of Minors

### 15.61 Guidelines

No minor shall be placed in a special education class for the mentally retarded if he scores higher than two standard deviations below the norm, considering the standard error of measurement, on an individual intelligence test selected from a list approved by the State Board of Education except as provided in Section 6902.095.

No minor shall be placed in a special education program for the mentally retarded who is from a home in which a language other than English is the primary language, who scores higher than two standard deviations below the norm, considering the standard error of measurement, on the non-verbal portion of an individual intelligence test except as provided in Education Code Section 6902.085.

### 15.61.1 Denial of Admission

Admission may be denied to an educationally handicapped student whose individual psychological study indicates that the student will not benefit from the program. If admission is denied, the placement of such student may be [illegible] for [illegible] Education Code Section [illegible]

## 15.62 Conference with Parent or Guardian

Following the decision of the Admission and Placement Committee, a Committee member shall meet with the parent or guardian of the student to discuss the committee conclusion. The parent or guardian must be given an exact description of the EMR program, and it must be explained that this is a program for students with retarded intellectual development.

## 15.63 Written Consent

No student shall be placed in special education classes for the mentally retarded without the written consent of the parent or guardian. Permission documents for individual psychological evaluation, and placement, shall be written in English and in the language of the parent or guardian. (Education Code Section 6902.085)

## 15.64 Placement

The benefits of the assignment should be explained to the parent or guardian and an opportunity provided for them to meet the EMR staff and to visit the classes. The teacher should review the case study and the committee and psychologist's recommendations. The initial placement is considered flexible. Student progress and adjustment should be evaluated frequently. Inappropriate placements should be referred to the psychologist.

## 15.65 Extracurricular Activities

In order to provide opportunities for growth and development and service to the school, the special education teacher will familiarize students with extracurricular activities. He will also help the students to become actively involved in such activities.

## 15.70 Re-Evaluation, Transfer, and Discharge

### 15.71 Report from Student's Teacher

(1) General adjustment to school.

(2) Extent of progress toward achievement of previously established objectives, reasons for failure, and recommendations for future program objectives.

(3) Summary of conference with parent or guardian.

#### 15.71.1 Other Reports

Reports from other staff members regarding the performance of the student, related to change in physical, social, or psychological conditions.

### 15.72 Complete Re-Evaluation

A complete re-evaluation of each student in TMR classes shall be made at least every two years to include all areas covered in the original case study. In addition, if indicated by a change in behavioral patterns and requested by the Admissions and Dismissal Committee, teacher, or other staff member involved in the education of the student, a complete re-evaluation may be made at any time.

### 15.73 Transfer

Placement in a TMR class is probationary. A student who fails to adjust to the special education program may be referred back to the Admissions and Dismissal Committee for other placement.

## 15.80 The Instructional Program

### 15.81 Curriculum Content

The TMR student will be provided with preparation in the following areas:

(1) Self-Care; Safety

(2) Personal Hygiene

(3) Grooming and Health

(4) Social Adjustment

(5) Physical Development

(6) [illegible]

(7) Leisure-Time Activities

(8) Housekeeping

(9) Cooking

(10) Gardening and Home Maintenance

(11) Animal Husbandry

(12) Pre-Vocational Activities

(13) Music

(14) Development of Salable Skills

(15) Workshop Training

### 15.82 Curriculum Objectives

#### 15.82.1 Social Adjustment

(a) The TMR student will be able to interact with both the mentally retarded and non-mentally retarded in a socially adequate manner.

(b) He will maintain the rights and property of others.

#### 15.82.2 Language Psycholinguistics

The student shall have language and be able to initiate verbal communications with others.

#### 15.82.3 Cognitive Development

(This skill area has not been operationally defined in terms of planned behavioral change for the trainable mentally retarded.)

#### 15.82.4 Physical Development - Psychomotor

The student will develop physical strength and coordination in relation to fine and gross motor movements.

#### 15.82.5 Self-Help

(a) The student will practice personal hygiene.

(b) He will be able to seek assistance in emergency situations. (Example: From a telephone operator, policeman, etc.)

(c) He will be able to prepare simple food for himself.

### 15.82.6 Vocational

(a) The student will be able to perform simple tasks that maintain the home such as yard work, house cleaning, sewing, and washing cars.

(b) He will be able to perform tasks in a sheltered workshop.

### 15.82.7 Avocational

(a) The student will be able to participate in simple recreational activities such as bowling, dancing, volleyball, etc.

(b) He will be able to assemble simple craft kits such as models or beadwork.

## 15.90 Classroom Environment

### 15.91 Physical Facility

The TMR facility of the Fullerton Union High School District, Endeavor School, is the result of intensive study and planning. It has maximized the potential of the trainable mentally retarded student, which is based on the developmental characteristic of the typical TMR age 14 to 21 years.

The facility approximates the student's normal living environment. Attention has been given to floor covering, fabric types and color, decorations, furnishings, and general facilitation to activities directly related to the operationally defined goals of the program. (Education Code 6901, 6902)

### 15.92 Atmosphere

The TMR program is conducted in a self-contained home type unit. The student functions within a family setting. It is a sheltered environment, emulating a democratic home and community.

## 15.100 Maximum Class Load

The maximum class load for TMR is 12 students.

## 15.110 TMR Teacher

### 15.111 Qualifications

The teacher of the mentally retarded classes must possess a credential issued by the State Board of Education to serve as a teacher in special schools or classes of mentally retarded minors coming within Education Code Section 6903. The standards for such credential are a baccalaureate degree or higher education from an institution approved by the State Board of Education and such other specialization and professional preparation as the State Board may require. A major or a minor in an academic subject matter area is not a requirement for a special education credential. (Education Code Section 13151)

### 15.112 Special Duties and Responsibilities

(1) Measurable behavioral objectives will be written for each student. These objectives will be modified as needed, at least each quarter. Psychological services will be available through the District at the teacher's request.

(2) The teaching staff, as a team, will evaluate all students in the fall and spring. Individual parent-teacher conferences will be held to discuss the results of each student's evaluation. The report will be placed in the student's file.

(3) An annual examination and evaluation shall be made of the educational, social, and school adjustment of each student enrolled in the program. The procedures shall provide for consistency in the specific measurements used in meeting the behavioral objective. A written report shall be made of the examination and evaluation of each student and a copy thereof added to the student's case study file. The report shall include the following:

  (a) A summary of the student's development and progress since the last written evaluation report.

  (b) The results of specific measurement of the student's progress.

  (c) A summary of the methods and techniques which have been utilized in the total educational program.

  (d) A recommended set of specific educational objectives for the next school year.

  (e) A summary of all parent conferences will be presented.

(f) All contacts with community agencies and the outcome of these conferences will be presented.

(Items (a) through (f) above shall be presented to the Admissions and Dismissal Committee by the TMR teacher. Failure to have this material available will be cause for the re-evaluation of a teacher of the program.)

## 15.120 Instructional Aide

In addition to the special education teaching staff of the TMR program, there will be an instructional aide. The instructional aide will carry out assignments as directed by the TMR staff. He will be responsible for drill instructions, for assisting students in work assignments, and for maintaining small group instructional activities.

The aide will assist the teacher in maintaining order within the classroom, but discipline shall be the responsibility of the teacher.

Under the direction of the special education teacher, the aide will assign duties and tasks to student aides working with individual students or small groups.

The instructional aide will attend departmental meetings and participate in curriculum and student evaluations.

## 15.130 Student Aide

Student aides should be an important part of the TMR program. The student aide will be under the direct supervision of the special education teacher. The assignment for the aide should provide an experience of growth for both the aide and the special education student.

## 15.140 Transportation

Bus transportation will be provided for students in the program. The District will transport students to and from school by contract with a local carrier.

# WORK EXPERIENCE PROGRAM

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## 16.00 WORK EXPERIENCE PROGRAM

### 16.10 Objectives

### 16.11 Overall Objectives

Objectives of the program should be based upon the needs of the students enrolled and the environment of the community where the program functions. The Work Experience program objectives must be student-oriented rather than teacher-oriented. While overall objectives may appear to be rather rigid, it should be borne in mind that enabling or working objectives:

(1) Must allow for re-evaluation and realignment.

(2) Must allow for each student to move through the program at his own pace and in a manner consistent with his acquisition of skills, attitudes and knowledge that are necessary to his development of occupational adequacy, social adequacy, and emotional stability.

### 16.12 Specific Program Objectives for the High School Level

The purpose of the program at the high school level is to refine the skills and develop the abilities of the students so that they can make a satisfactory transition from the school to adult society. The specific objectives for this level should include the development of the following:

(1) Skills and attitudes for personal and social competence.

(2) Skills and attitudes for vocational competence.

(3) Emotional security and the ability to function independently.

(4) Understanding of the roles of members of the family and the skills necessary for successful family living.

(5) Activities that help students toward becoming contributing members of the community.

(6) Skills for continued promotion and advancement of physical fitness and dexterity, as well as recreational and leisure-time activities.

(7) Ability to apply the skills learned in basic school subjects to the local community.

(8) Ability to locate, apply for, and hold a job.

(9) Knowledge of community resources available for further educational and vocational training.

### 16.20 On-Site Observation of Job Skills

Students should have opportunities to visit commercial and industrial establishments so that they can observe different jobs and determine what skills the job require. Students should be assisted in making an adequate self-evaluation that includes their occupational abilities and interests. Job descriptions, duties, procedures, and manpower needs should be studied.

### 16.30 On-Campus Training

On-campus training, followed by off-campus experience, should be provided. Students should be assigned to jobs consistent with their abilities and interests. They should be helped to understand all the demands of the job before placement. After placement they should be helped to make periodic self-evaluations to supplement the evaluations of their work made by the employer and by the special education teacher. Areas in which the learners need to improve their job performance should be discussed with them personally, and assistance in making these improvements should be rendered.

### 16.40 Development of Vocational Attitudes, Abilities, and Skills

Opportunities to develop vocational attitudes, abilities, and skills must be presented in every part of the secondary school program. These elements cannot be taught directly but must be incorporated in the general program. Special education students should be taught to:

(1) Follow instructions in detail--be good listeners.

(2) Be at the right place at the right time.

(3) Complete assigned tasks without constant urging, guidance and/or supervision.

(4) Evaluate their work as they do it.

(5) Profit from constructive criticism.

(6) Be trustworthy--be where they are assigned to be, stay where they are supposed to stay, and keep their hands off things they are not supposed to handle.

(7) Recognize when they need help and take steps to get it.

(8) Take responsibility for their mistakes.

(9) Maintain good standards of conduct and personal appearance.

(10) Respect the dignity of work.

16.50 Curriculum Content

(1) Freshman - Vocational Orientation
  - (a) Self-Evaluation
  - (b) Local Job Opportunity
  - (c) Job Exposure
  - (d) Development of Job Habits, Aptitudes, and Skills
  - (e) Aptitude Testing
  - (f) Orientation to Work-Study
  - (g) Analysis and Simulation of On-Campus Job
  - (h) Grooming

(2) Sophomore - Vocational Exploration
  - (a) Assessment of Vocational Interests and Potential
  - (b) Job Evaluation
  - (c) Aptitude Testing
  - (d) Analysis of Off-Campus Jobs
  - (e) Career Planning

(3) Junior - Vocational Guidance
  - (a) Employer-Employee Relations
  - (b) Laws and Regulations
  - (c) Job-Finding Skills
  - (d) Standards of Work Performance
  - (e) Career Planning
  - (f) Interviewing and Employment Agencies

(4) Senior - Vocational Laboratory
  - (a) Job-Related Problem Solving
  - (b) Specific Job Vocabulary
  - (c) Usual Proper Channels

(d) Laws and Regulations in Work

(e) Proper Dress

(f) Unions and Associations

(g) Career Planning

### 16.60 Counseling and Guidance

The provision of counseling and guidance is a responsibility of all special education teachers. It should be incorporated into every phase of the special education program.

Counseling should proceed from the furnishing of specific and easy-to-understand information so that the individual can acquire insights which will allow self-appraisal in a realistic manner.

Parent counseling should be a continuing service rendered by the same counselor in behalf of any parent or group of parents. Parents need to be kept fully informed as to the experiences being emphasized; thus informed, they are able to adjust their activities and the students' needs according to the school program.

The special education teacher should utilize all the resource personnel available within the District, such as the Director of Exceptional Pupil Services, principal, school nurse, school psychologists, school social workers, etc., as well as all the resources available within the community in counseling and guiding the students. In some instances specialized assistance may be needed.

#### 16.61 Vocational Counseling

The community Work Experience counselor has opportunities to use counseling and guidance very effectively when applied to a specific job situation.

#### 16.62 Vocational Rehabilitation Counseling

A vocational rehabilitation counselor should be available to help students find permanent employment when they graduate from high school. The special education teacher should make sure that the counselor is informed of all the graduating students and that the students know how to locate the service of rehabilitation if and when they need such service. Some school districts conduct cooperative programs, and under these programs the rehabilitation counselor becomes involved at early grade levels.

### 16.70 Work Training and Evaluation of Job Placement

Evaluation may take place in various ways. Some of the methods which may be used are interest inventories, dexterity tests, and work samples. The California State Department of Human Resources

Development uses the G. A. T. B. (General Aptitude Test Battery). However, ongoing evaluations are a necessary part of any successful job placement and should not be limited to written types of tests only.

## 16.80 Number of Hours Required to Earn Credit

All hours worked must be during the school week to count toward the required number for credit. There are several ways of accumulating the required number of hours for credit.

The three areas of Work Experience education and their specific hours requirements are as follows:

### 16.81 Exploratory Work Experience Education

Exploratory Work Experience affords the student opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for various occupations. There is no intent to teach production skills of any kind.

Students participating in Exploratory Work Experience Education need 24 hours on school days to earn one (1) unit of credit and satisfactory completion of related instruction. Five (5) units may be earned during a semester, or a maximum of ten (10) units may be earned in two semesters.

### 16.82 General Work Experience Education

General Work Experience offers supervised part-time employment to a student with the intent of assisting him in acquiring desirable work habits and attitudes in a real job. The part-time job held by a student need not be related to his occupational goal.

Students participating in General Work Experience need forty (40) hours on school days to earn one (1) unit of credit and satisfactory completion of related instruction. Five (5) units may be earned during a semester, or a maximum of twenty (20) units may be earned in four semesters.

### 16.83 Vocational Work Experience Education

Vocational Work Experience extends the vocational learning opportunities for the student through part-time employment in the occupation for which his course in school is preparing him.

Students participating in Vocational Work Experience need 24 hours of work performed on school days to earn one (1) unit of credit and satisfactory completion of related instruction. Regular attendance in related group vocational instruction classes is required. A maximum of ten (10) units may be earned per semester.

The student must be officially enrolled in the Work Experience program before any of the hours he works can be applied toward the above requirements for credit.

## 16.90 Grading Procedure

Grades for Work Experience participation will be assigned by the Work Experience Coordinators. The student's grade will be based on the following:

(1) Evaluations completed by the employer each quarter.

(2) Supervision visits (at least one per quarter).

(3) The student's individual efforts in meeting the requirements of the program.

The completed evaluation material will be placed in the cumulative folder. The Work Experience coordinator will see the evaluations and should be able to discuss any on-the-job problems with the student.

## 16.100 Prohibited Occupations

### 16.101 Prohibited Occupations for All Minors Under Age 18

(1) For girls: Public messenger service and street occupations.

(2) For all minors: Selling or serving alcoholic beverages. (Section 46 of the Alcoholic Beverage Control Act, applying to all minors under 21 years of age)

(3) Hazardous occupations:

  (a) Explosives manufacturing occupation

  (b) Mining occupations

  (c) Motor vehicle occupations

  (d) Logging and sawmilling occupations

  (e) Power-driven woodworking machine and power-driven metal forming, punching, and shearing machine occupations

  (f) Occupations involving exposure to radioactive substances and to ionizing radiations

(g) Power-driven hoisting apparatus occupations

(h) Occupations in slaughtering, meat packing, and rendering plants

(i) Bakery machine operations

(j) Paper products machine operations

(k) Brick, tile, and kindred products manufacturing

(l) Wrecking, demolition, ship-breaking operations

(m) Roofing work, including application of weatherproofing materials

(n) Excavation operations

16.102 Prohibited Occupations for Minors Ages 14 and 15

(1) Public messenger service

(2) Construction work

(3) Delivering goods from motor vehicles

(4) Operating auto or truck

(5) Bowling alley, pool or billiard room

(6) In vicinity of moving machinery

(7) For more detailed list of hazardous occupations prohibited by State law, see the Digest of California Child Labor Laws.

(8) May be employed only in a limited number of occupations not requiring performance of any duties in work places where goods are manufactured, mined, or otherwise processed, or occupations declared hazardous by the Secretary of Labor. See Child Labor Bulletin No. 101. See also occupations prohibited in section under age 18.

Reference: California Labor Code, Industrial Welfare Commission. U. S. Fair Labor Standards Act. Contact vocational specialist for possible exceptions.

## 16.110 Maximum Work Hour Restrictions

Maximum work hour restrictions for students on an approved Work Experience program is as follows:

Ages 14-17 (Age 18--No Restriction)

| HOURS IN SCHOOL | HOURS ON THE JOB | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Typical number of work hours | | | | * The work hours below are legal but should be assigned only under special circumstances. | | | |
| 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Weekly maximum = 48 hours work

*Contact vocational specialist for approval.

REFERENCE: Education Code Sections 12259, 12704

## 16.120 Legal Hours of Work

| Age | Legal Hours of Work |
|---|---|
| 18 | No Restrictions |
| 17 | 5 A. M. to 10 P. M.* |
| 16 | 5 A. M. to 10 P. M.* |
| 15 | 7 A. M. to 7 P. M. |
| 14 | 7 A. M. to 7 P. M. |

* EXCEPTION: Public Messenger Service 6 A. M. to 9 P. M.

REFERENCE: California Labor Code, Industrial Welfare Commission

U. S. Fair Labor Standards Act

## 16.130 Minimum Day Required for EMR Students

The following chart indicates the minimum day required for EMR students.

|  | MINUTES REQUIRED | LOCATION | TYPE OF SUPERVISION |
|---|---|---|---|
| 9th Grade | 180 | Special Class | Immediate |
| (240 min. total) | 60 | Regular Class or Job Station | General |
| 10th Grade | 180 | Special Class | Immediate |
| (240 min. total) | 60 | Regular Class or Job Station | General |
| 11th Grade | 180 | Special Class | Immediate |
| (240 min. total) | 60 | Regular Class or Job Station | General |
| 12th Grade | 120 | Special Class | Immediate |
| (240 min. total) | 120 | Regular Class or Job Station | General |

DEFINITIONS: *Immediate Supervision* - Students in a work experience program are under immediate supervision when they are directly under the control of an appropriately credentialed employee of the District.

*General Supervision* - Students in a work experience program are under general supervision when they are in attendance at their scheduled activity and the supervisor is not in their immediate vicinity.

REFERENCE: California Administrative Code Section 3407 (d) (2), (e) (2) or (3)